

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Partnerships for Student-Centered Learning
Charter School

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

Local Funds

MEETING DATE:

June 18, 2013

ROLL CALL REQUIRED:

No

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RECOMMENDED FINDINGS OF FACT

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING

Background:

On or about March 21, 2013, a charter school renewal petition was submitted by Craig Heimbichner for Partnerships for Student-Centered Learning Charter School ("PSCL").¹ The Petition seeks another five year term for PSCL which was originally granted by the District in 2010.

¹ Mr. Heimbichner also submitted the related Horizon Charter School renewal petition at or about the same time. That petition is analyzed under a separate memorandum.

The District held a public hearing on the Petition on April 16, 2013. Additionally, District administrators and legal counsel have conducted a thorough review of the Petition for compliance with the requirements of the Charter Schools Act.

This document contains the final analysis and proposed findings of fact for Board consideration.

Standard of Review:

Education Code section 47605 sets forth the statutory requirements for the establishment of charter schools. A school district governing board may only deny a charter petition if one or more of the following findings are made:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by section 47605(a).
4. The petition does not contain an affirmation of each of the conditions described in section 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 required elements of section 47605(b)(5)(A) through 47605(b)(5)(P).

Additionally, for renewal petitions Education Code section 47607(a)(3) requires that the District that granted the charter consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal and the renewal petition must meet Academic Performance Index (API) criteria delineated in section 47607(b).

A school district's findings for denial must be in writing. It is also a common practice that findings for approval of a petition are in writing, although not expressly required by statute.

Executive Summary:

Based upon a careful review of the PSCL Petition we believe the Petition should be approved based upon our analysis that:

- A. The proposed charter school presents a sound educational program for the pupils to be enrolled in the charter school;
- B. The petitioners are demonstrably likely to successfully implement the program set forth in the Petition;
- C. The Petition contains the number of signatures required by section 47605(a);
- D. The Petition contains an affirmation of each of the conditions described in section 47605(d); and
- E. The Petition contains reasonably comprehensive descriptions of the 16 specific elements required by Education Code section 47605, subdivision (b)(5)(A) through (P).

- F. The Petition provides adequate information regarding increases in pupil academic achievement for pupils served by the school as required by Education Code section 47607(a)(3) and (b).

Analysis:

Requirement 1: Whether the charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

The Petition meets this requirement. The Petition presents a sound educational program for the pupils to be enrolled in the charter school. As discussed more fully below, the Petition contains a fairly detailed description of its program, an overview of the curriculum to be utilized by the school and addresses how special education students and English Language Learners ("ELL") will be served by the school.

PSCL students are educated in independent/home study programs with individualized learning programs, cooperative classes, supplemental learning projects, and online classes. All instruction is personalized and differentiated. (Petition, p. 19.) PSCL uses a "Curriculum Resource Center (CRC) which is a collection of more than 30,000 standard-based textbooks, teacher editions, and supplementary resources and materials."

PSCL will create a California Common Core Standards (CCCS) steering committee to align instructional materials and curricular units to the CCCS and redesign data, assessment and accountability systems to reflect the expectations in the CCCS. The Petition states that it will follow the recommended CCCS timeline set by the CDE.

Requirement 2: Whether petitioners demonstrably unlikely to successfully implement the program set forth in the petition.

District business officials are satisfied with the proposed budget and financial information contained in the Petition. As stated above, the Petition adequately describes its educational program so that it appears demonstrably likely to successfully implement the program proposed in the Petition. The Petition meets this requirement.

Requirement 3: Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(d).

Education Code section 47605, subdivision (d)(1) provides that a charter school petition must contain an affirmation that the charter school:

- A. Shall be nonsectarian in its programs, admissions policies, employment practices and all other operations;
- B. Shall not charge tuition;
- C. Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability; and
- D. Shall not determine admission by the student's or parent's residence within this state.

The Petition meets this requirement.

Requirement 4: Whether the petition contains a reasonably comprehensive description of the 16 specific elements.

1. **Education Code section 47605(b)(5)(A)** requires *that a charter school petition contain a reasonably comprehensive description of the education program of the school.*

A thorough review of the Petition reveals that the Petition contains a reasonably comprehensive description of the education program of the School as required by Education Code section 47605((b)(5)(A). The Petition details the proposed program, their mission and vision, the model of delivery, etc. The Petition identifies its target population, identifies what it means to be an “educated person” in the 21st century, identifies how it will identify and respond to students with special needs, and includes details on measurable student outcomes and the method for measuring progress in meeting those outcomes.

2. **Education Code section 47605(b)(5)(B)** requires *that a charter school petition contain a reasonably comprehensive description of the measurable pupil outcomes.*

The Petition contains a description of the proposed pupil outcomes/standards. (See Petition, p. 32-34.) Proposed pupil outcomes include a 95% ADA; 95% or higher participation in standardized testing with increasing percentages of proficiency in math and English; 75% of ELL students enrolled for five years will achieve reclassification to Fluent English Proficiency; 95% of independent study students will achieve the goals set by their individualized education plan. PSCL will use standardized and standards-based assessments including CST, CMA, CAPA, CAHSEE and CELDT as well as mid-term exams, semester finals, and end of course exams for core academic courses. Outcomes will be tracked and monitored to the governing board and reported to the District each year.

3. **Education Code section 47605(b)(5)(C)** requires *that a charter school petition contain a reasonably comprehensive description of the method by which pupil progress in meeting those pupil outcomes is measured.*

The Petition contains a reasonably comprehensive description of assessments, data management, analysis and reporting. (Petition, p. 35-37.) STAR data is used at the beginning of the school year to understand the baseline achievement of students with numerous formative and summative assessments throughout the school year, including assessments specific to State Board adopted curricula and Standards Aligned curricula, benchmark assessments, online assessments and project-based assessments. The school uses “Action Learning’s” benchmark testing to assess student progress on state standards. The school also uses DataDirector as an assessment and monitoring system to guide instruction and integrate data from a variety of assessment sources to create reports on student achievement.

4. **Education Code section 47605(b)(5)(D)** requires *that a charter school petition contain a reasonably comprehensive description of the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

The Petition contains a sufficient description of the governance structure. PSCL is operated by Horizon Charter School which is a California non-profit public benefit corporation which operates autonomously from the District. (See p. 38 and Appendix E.) Horizon has its own seven member governing board which governs both Horizon Charter School and Partnerships for Student-Centered Learning charter school. Their board is comprised of one WPUSD resident/charter parent, one community representative, one education community representative, and four additional charter

school parents. Horizon also employs a chief executive officer and the Petition describes his/her essential duties and responsibilities. Their governing board will comply with the Brown Act, the California Public Records Act, and has adopted a conflict of interest code.

5. **Education Code section 47605(b)(5)(E)** requires *that a charter school petition contain a reasonably comprehensive description of the qualifications to be met by employees of the school.*

The Petition meets this requirement. All teachers will be properly credentialed and NCLB compliant.

6. **Education Code section 47605(b)(5)(F)** requires *that a charter school petition contain the procedures the school will follow to ensure the health and safety of pupils and staff, including the requirement that each employee of the school furnish the school with a criminal record summary.*

The Petition meets this requirement.

7. **Education Code section 47605(b)(5)(G)** requires *that a charter school petition contain the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district.*

Petition meets this requirement. The Petition contains an outreach plan which describes strategies to be used to ensure a diverse student population reflective of the general population of WPUSD.

8. **Education Code section 47605(b)(5)(H)** requires *that a charter school petition contain a reasonably comprehensive description of the admissions requirements, if applicable.*

The Petition meets this requirement.

9. **Education Code section 47605(b)(5)(I)** requires *that a charter school petition contain a reasonably comprehensive description of the manner in which annual, independent financial audits shall be conducted.*

The Petition meets this element.

10. **Education Code section 47605(b)(5)(J)** requires *that a charter school petition contain a reasonably comprehensive description of the procedures by which pupils can be suspended or expelled.*

The Petition meets this element.

11. **Education Code section 47605(b)(5)(K)** requires *that a charter school petition contain a reasonably comprehensive description of the manner by which staff members of the school will be covered by STRS, PERS, or federal social security.*

This element is satisfied.

12. **Education Code section 47605(b)(5)(L)** requires *that a charter school petition contain a reasonably comprehensive description of the public school alternatives for pupils who choose not to attend charter schools.*

This element is satisfied.

13. **Education Code section 47605(b)(5)(M)** *requires that a charter school petition contain a reasonably comprehensive description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

This element is satisfied.

14. **Education Code section 47605(b)(5)(N)** *requires that a charter school petition contain a reasonably comprehensive description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

This element is satisfied.

15. **Education Code section 47605(b)(5)(O)** *requires that a charter school petition contain a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of EERA.*

This element is satisfied. The charter school will be the exclusive public school employer of the Charter employees

16. **Education Code section 47605(b)(5)(P)** *requires that a charter school petition contain a reasonably comprehensive description of the procedures to be used if the charter school closes.*

This element is satisfied.

Requirement 5: The Petition Adequately Addresses Pupil Academic Achievement and API Criteria.

The Petition meets this requirement. Education Code section 47607(a)(3) requires that the District that granted the charter consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal and that the renewal petition must meet Academic Performance Index (API) criteria delineated in section 47607(b).

The Petition contains detailed information regarding pupil academic achievement. (See pp. 10-12 and Appendix A.) PSCL has exceeded its API growth target in the prior year both schoolwide and in all numerically significant subgroups served by the school and has also achieved a statewide API rank of 6 in the prior year. Based upon both of these successes, PSCL has met or exceeded the statutory criteria required for renewal as set forth in Education Code section 47607(b).

Recommended Findings of Fact:

Based upon a careful review of the PSCL Petition by District administration and legal counsel, as well as public comment at the public hearing on the Petition, it is recommended that the Governing Board approve the Petition for a term of five (5) years.

Proposed Board Motion:

8.3.5

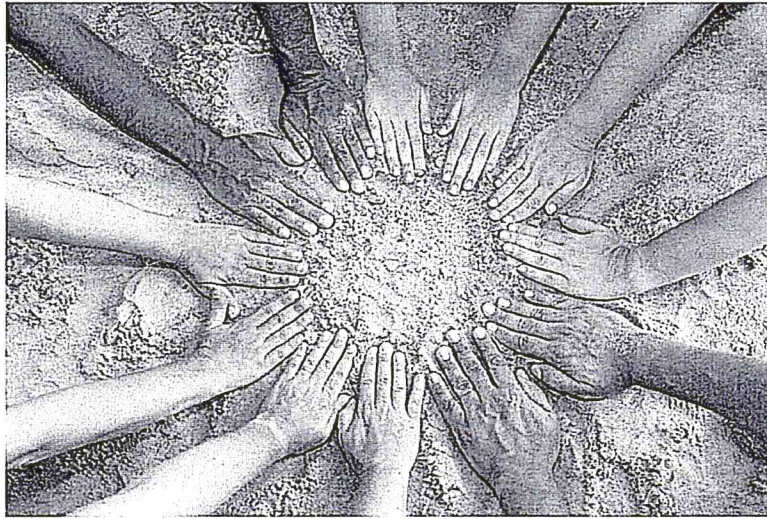
The Superintendent, administration and legal counsel request the Western Placer Unified School District Board of Trustees adopt the following motion:

Based upon a careful review of the PSCL Petition by District administration and legal counsel, it is the decision of the Western Placer Unified School District Board of Trustees to adopt the Findings of Fact presented by District staff and legal counsel and to approve the PSCL Petition for a period of five (5) years.

RECOMMENDATION:

Approval of the charter petition based on the included motion.

8.3.6



PARTNERSHIPS FOR
STUDENT-CENTERED LEARNING
CHARTER SCHOOL

A CHARTER RENEWAL PETITION RESPECTFULLY SUBMITTED TO THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT

APRIL 16, 2013

REQUESTED CHARTER RENEWAL TERM:
JULY 1, 2013 – JUNE 30, 2018

8.3.7

TABLE OF CONTENTS

AFFIRMATIONS/ASSURANCES	4
INTRODUCTION	
I. EDUCATIONAL PROGRAM	
A. Mission and Vision Statements.....	13
B. Program Structure	13
C. Students to Be Served – Whom The School Intends to Educate	14
D. An Educated Person in the 21 st Century	18
E. How Learning Best Occurs.....	18
F. Program Implementation	19
G. Courses and Curriculum	19
H. Professional Development	20
I. Common Core State Standards Implementation.....	20
J. Plan for Low Achieving Students.....	21
K. Plan for High Achieving Students	24
L. Plan for English Language Learners.....	24
M. Serving Students with Disabilities.....	26
II. MEASURABLE PUPIL OUTCOMES	59
III. METHODS OF MEASURING PUPIL PROGRESS AND OTHER USES OF DATA	
A. Data Management, Analysis and Reporting	35
B. Use and Reporting of Data.....	35
C. School Accountability Report Card (SARC)	36
D. Annual Performance Report	36
E. District Visitation/Inspection.....	37
F. Response to Inquiries.....	37
IV. GOVERNANCE STRUCTURE	
A. Non-Profit Public Benefit Corporation.....	38
B. Board of Directors	38
C. Board Meetings and Duties.....	39
E. The Chief Executive Officer.....	41
F. Parent Involvement in Governance.....	42
G. Organizational Chart	42
V. EMPLOYEE QUALIFICATIONS	43
VI. HEALTH AND SAFETY OF PUPILS AND STAFF	46
VII. RACIAL AND ETHNIC BALANCE	49
VIII. ADMISSION REQUIREMENTS	50

IX.	FINANCIAL AUDITS	52
X.	PUPIL SUSPENSION AND EXPULSION	53
XI.	EMPLOYEE RETIREMENT SYSTEMS	71
XII.	PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	72
XIII.	EMPLOYEE RETURN RIGHTS	73
XIV.	DISPUTE RESOLUTION.....	74
XV.	EXCLUSIVE PUBLIC SCHOOL EMPLOYER.....	75
XVI.	SCHOOL CLOSURE PROCEDURES.....	76
XVII.	MISCELLANEOUS CHARTER ELEMENTS	78
A.	Budget and Financial Reporting	78
B.	Insurance.....	78
C.	Administrative Services	78
D.	Facilities.....	79
E.	Transportation.....	79
F.	Attendance Accounting.....	79
G.	Reporting.....	80
H.	Potential Civil Liability Effects	80
XVIII.	CONCLUSION	107
XIX.	APPENDICES	
A:	2011-2013 APR Report	
B:	Recommended Curriculum	
C:	Online Curriculum Resources	
D:	2013-2014 School Calendar	
E:	Articles of Incorporation, Bylaws, and Conflict Code	
F:	Board Members	
G:	Organizational Chart	
H:	Budget	
I:	3 Year Cash Flow and Projections	
J:	Sample Master Agreement	

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Craig Heimbichner, hereby certify that the information submitted in this petition for renewal of a California public charter school named Partnerships for Student-Centered Learning Charter School ("Partners" or the "Charter School"), and located within the boundaries of the Western Placer Unified School District ("WPUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Partnerships for Student-Centered Learning Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

Craig Heimbichner
Chief Executive Officer/Superintendent

Date

INTRODUCTION

A. History and Background of the Charter School

Partnerships for Student-Centered Learning (Partners) was approved as a K-12 public charter school and granted a charter number on July 15, 2010 by the State Board of Education. Partners opened its doors to 1,200 students on August 19, 2010. Partners is chartered through Western Placer Unified School District.

Partners is a non-classroom based charter school that operates under independent study laws and regulations. Students are served in Placer, Nevada, El Dorado, Sacramento, Yuba, and Sutter counties. Instruction is provided through independent study, direct instruction, and distance learning.

The majority of students served by Partners were previously enrolled in Horizon Charter School (Horizon) which was chartered in 1993. Partners' programs are a direct outcome of the Schoolwide Action Plan developed in 2005 for the Horizon WASC/CDE Self-Study Report. In the 2005 Action Plan, staff determined in order to improve student academic achievement it was necessary to expand college preparatory and intervention class offerings. Partners' findings have also been confirmed with research by the RAND Corporation (2004), EdSource (May 2006) and the California Charter Schools Association (2011) that continues to find the academic performance of students enrolled in non-classroom based charter schools is significantly lower than that of students enrolled in site-based charter and traditional public schools. Over the past six years, Horizon has developed specialized programs and academies targeting college prep and at-risk students. As academies and programs filled to capacity, more have been established.

The charter petition to establish Partners was approved in order to provide instruction and specialized services to students outside of Placer County in resource centers located in contiguous counties.

Partners and Horizon share the same Special Education Department, administration, teachers, support staff, and Governing Board.

Due to the June 2011 retirement of our former CEO LuAnn Boone, a statewide search was conducted to fill the CEO vacancy. Craig Heimbichner was selected and now serves as the Chief Executive Officer. Partners is fully WASC accredited through June 15, 2015, having received a three year renewal in 2012.

B. Leadership Team

Partners' leadership team consists first of all of the Cabinet, composed of the Superintendent/CEO (Craig Heimbichner), the Deputy Superintendent/Chief Academic Officer (CAO) (Dr. Cynthia Wood), and the Assistant Superintendent of Business Services/Chief

Business Officer (CBO). The latter post is currently being filled by Interim CBO Cyndy Spano until a permanent replacement can be hired following the retirement of the former CBO.

Craig Heimbichner has a long and illustrious career in public education and private consulting. Formerly a teacher from grades 3-12, including English and music instruction, Mr. Heimbichner has also administrated at both middle and high school sites as principal, and administered at the district office level. Mr. Heimbichner was recruited to work as a Visiting Educator at the California Department of Education (CDE) when field expertise was sought for the development of successful intervention work in low-performing school districts, and he went on to administrate the Reading/Language Arts Leadership Office. Mr. Heimbichner also served as State Director for the Reading First program at CDE. Mr. Heimbichner worked collaboratively with the State Legislature and successfully procured federal funding for districts throughout California. In addition, he coordinated all Program Improvement audits, later successfully overseeing a \$146,000,000 budget. Mr. Heimbichner implemented the first quarterly cash management policy at CDE, holding districts statewide to greater accountability. Mr. Heimbichner then left CDE to work as Director of District and School Improvement at Action Learning Systems, and assisted low-performing districts and schools statewide, leading to double-digit Academic Performance Index (API) increases in each case. Mr. Heimbichner co-presented on State finance matters to Superintendents in conferences in both Northern and Southern California; during this time, Mr. Heimbichner was asked to serve on the Blue Ribbon Panel of the Milken Foundation Educator Awards, and also returned to serve on a CDE panel by request to assist in revising the District Assistance Survey, an important tool which is currently in use Statewide. After traveling for four years with his work at Action Learning Systems, Mr. Heimbichner was hired in a local position at Horizon as Curriculum and Instruction Coordinator in 2010. Following the retirement of the previous CEO, Mr. Heimbichner applied for the position and was unanimously approved.

Dr. Cynthia Wood currently serves as Deputy Superintendent and Chief Academic Officer. Dr. Wood has an extensive professional and academic career of accomplishments and multiple degrees, including a Doctoral degree in Policy, Planning and Administration from the University of Southern California and a Masters degree in Alternative and Special Education from the University of Northern Colorado. Dr. Wood previously served in senior management at the district, county, and state levels.

Cyndy Spano is currently serving as Interim Assistant Superintendent of Business Services and Chief Business Official while Partners has posted, and is searching for, a permanent Assistant Superintendent of Business Services. The requirements for the position include the following: Bachelor's degree in Finance, Accounting, Business Administration, Public Administration, or related field; an MBA, MPA, or Master's in School Business Administration, and/or CPA licensure is desirable. Eight years of progressive experience in three or more operational areas of business and/or financial operations management in an educational institution, governmental agency, or other entity with an annual budget of \$25 million or greater is required. At least two of these years must have included direct management or supervision of professional staff. The Assistant Superintendent of Business Services will function under the direction of the Superintendent, and will plan, organize, implement and control Horizon's Business Services including fiscal services and other assigned functions; assisting in the formulation of policies relating to the business and financial operation of the District. He or she is responsible for

managing, directing and integrating the broad, comprehensive business services of Partners as a collaborative team leader, providing creative solutions for stakeholder issues and concerns. As a student-focused problem solver, he or she will recommend business and financial policies to the Superintendent of Horizon and Board of Education in support of Partners mission, vision and values, while ensuring integrity of Partners financial reports and solvency in accordance with state and federal law.

Board Members:

Currently, Partners is governed by a seven-member board consisting of:

- Five parents elected by parents and staff
 - Angela Henning (Board Vice President)
 - Andrea Rynberk
 - Carmen Del Prado
 - Carmen Oates
 - Frank Kavenik
- One Business/Community member appointed by the Board
 - Cynthia Moore
- One Education/Community member appointed by the Board
 - Sandra Frame (Board President)

Consultants:

Currently, Partners is receiving financial review and assistance by the firm of Terri Ryland and also Crowe Horwath. Current consultants consist of Terri Ryland and Cyndy Spano from Ms. Ryland's office, and Arthur Ngo and Matt Netheway from Crowe Horwath.

DEMONSTRATED SUCCESS OF THE CHARTER SCHOOL

Since the Charter School opened in 2010, the school has evolved and celebrated great achievements. For example, in May, 2012, the *Sacramento Business Journal* singled out the 9-12 portion of Horizon's overall academic achievement, which included the achievement of students in Partners. As measured by Scholastic Aptitude Test (SAT) scores, Partners was therefore included in the *Business Journal* ranking of Horizon as among the top 25 high schools in the Sacramento area.

Among the numerous successes in students' academic and social success, we are proud to highlight the following achievements that exemplify and have contributed to the growth and development of the Charter School in the prior charter term, demonstrating by a sample the success of Partners in uniquely fostering individual and personalized, as well as community, goals. These examples include programs that contained both Horizon and Partners students, and show great achievement:

- Bi-annual science fairs averaging 350—550 in attendance, networking with many professionals in the community
- Graduates who have been accepted to the University of California, Davis; the University of the Pacific; Sacramento State University; the University of California, Berkeley; Cal Poly San Luis Obispo; and Rotary Foreign Exchange Students among other accomplishments. .
- National Merit commendations to students
- Acceptance in the John Hopkins University Center for Talented Youth Program
- Renaissance Fair held with 750 people attending
- Multicultural Fairs, Pioneer Days, Pageants of the Masters
- Dramatic productions including Oklahoma, Seussical the Musical, The Awards Show (Broadway hits)

Additionally, the outstanding academic success of Partners is demonstrated in the section below via test scores, which reflect impressive student achievement.

Within a mere three years of operation, Partners has extended opportunities and support via numerous programs involving enrichment opportunities that have greatly benefited many families for whom pure Independent Study alone was difficult if not impossible. The resulting combination of some classroom support with the independent work at home has enabled otherwise highly challenged students to find success and acceptance into universities. In addition, advanced students have benefited from "extend and connect" advanced coursework. Partners has provided an evolution in the overall adaptation of Horizon Charter Schools, and will continue to do so while remaining within the framework of the non-classroom-based charter as enrichment support.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school, after it has been in operation for four years, must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that Partners has met or exceeded the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

- Partners exceeded its API growth target in the prior year both schoolwide and in all numerically significant student subgroups served by the school.
- Partners has achieved a statewide API rank of 6 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- Partners has achieved a similar schools rank of 9 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Since opening in 2010, Partners had the following API scores:

Year	API Statewide Rank	API Similar Schools Rank	API Growth Scores	API Growth Target (Actual Growth)
2010-2011			777	B (B)
2011-2012	6	9	798	5 (+24)

“B” means the school did not have a valid 2010 Base API and will not have any growth or target information. (Source: CDE DataQuest, accessed March 11, 2013.)

As demonstrated in the table above, Partners achieved a statewide API ranking of 6 in the prior year, and a similar schools API ranking of 9. Partners has also exceeded its schoolwide API growth target in the prior year (2011-2012), increasing its API growth score 24 points to an impressive 798. Therefore, Partners has met and exceeded the renewal standards of Education Code Section 47607(b). (See Appendix A)

In the prior year, Partners’ significant student subgroups had the following API scores:

2011-2012 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2012 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	758	5 (+29)	Yes
White	Yes	811	5 (+24)	Yes
Socioeconomically Disadvantaged	Yes	790	5 (+43)	Yes
(Source: CDE DataQuest, accessed March 11, 2013.)				

Partners’ outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3), which states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” *EC § 47607(a)(3)(B)*) as the most important factor in determining whether to grant a charter renewal.”¹ Partners has three numerically significant student subgroups – Hispanic/Latino, White, and socioeconomically disadvantaged – all three of whom have achieved API growth scores of 758, 811, and 790, respectively, in 2012. The Hispanic/Latino student subgroup’s API grew 29 points, the White student subgroup’s API grew 24 points, and the socioeconomically disadvantaged student subgroup’s API grew an astonishing 43 points in 2012. Partners’ impressive subgroup performance demonstrates the school is an academic success by closing the achievement gap. By far exceeding its growth targets in all significant student subgroups, Partners should be granted a five-year charter renewal term pursuant to Education Code Section 47607.

¹ See Education Code Section 47607(a)(3), Senate Bill No. 1290 (Alquist), Approved by the Governor September 26, 2012 and effective January 1, 2013.

I. EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).

A. Mission and Vision Statements

Mission Statement: the Governing Board-adopted ENDS

The Charter School exists to ensure students achieve academic excellence that meets or exceeds Common Core Standards. The Charter School prepares students for success, provides a safe environment, exercises fiscal prudence, and supports parental choice.

The Governing Board has adopted a Board Policy Manual based on the Policy Governance Model of Dr. John Carver. The ENDS, which are reviewed and updated as necessary, outline the school's purpose and expected schoolwide learning results. The Governing Board adopted the most recent ENDS in September 2010. The following objectives apply to Partners, as they are direct statements of the Board-adopted ENDS:

Partners exists to ensure students achieve academic excellence that meet or exceed California Standards. Partners will support parental choice, exercise fiscal prudence, and provide a safe environment.

As a result of our efforts, students will:

1. Demonstrate reading, writing, mathematics, history, and science content understanding that meet or exceed the California Standards. Effective use of technology and the integration of critical thinking strategies are essential skills woven throughout all content areas.
 - a. Reading/Language Arts
Demonstrate understanding of reading, writing, written and oral English language conventions, and listening and speaking within a balanced and comprehensive language arts program.

- b. Math
Demonstrate understanding of mathematical concepts in the elementary and middle grades through the five mathematical strands (number sense; algebra and functions; measurement and geometry; statistics, data analysis and probability; and mathematical thinking) as well as through the disciplines of algebra, geometry, and calculus in secondary school.
 - c. History
Demonstrate knowledge, understanding, comprehension of the political process, and awareness of people, events and movements in history.
 - d. Science
Demonstrate an understanding of earth, life, and physical sciences through subject matter study as well as the application of the scientific method through investigation and experimentation.
2. Pursue their own special interests and talents while challenging and improving their abilities in the following areas:
- a. Effective use of technology
 - b. Problem solving and critical thinking strategies
 - c. Visual and Performing Arts

Vision Statement

Partners is dedicated to the belief that *each and every* student can succeed, and this singular purpose will be collectively achieved through personalized learning using a variety of instructional methodologies.

Quality Education through Personalized Learning. We believe every child can achieve academically and individually. An individualized learning plan will be developed for every child based on Common Core Content Standards (CCCS) and the child's abilities, interests, and aptitudes. Students will be largely responsible for their educational inquiry and pursuits.

Partners believes caring mentors and community and project-based learning best support academic achievement. Partners also believes it is absolutely critical that students and parents assume a large portion of responsibility for student learning that is demonstrated through multiple and authentic assessment measures.

B. Program Structure

Partners will operate as a non-classroom based charter school serving students from Kindergarten through Grade 12. Instruction may be provided through independent study, small group instruction, and/or distance learning. Students and their parent(s) will develop a Master Agreement with their Supervising Teacher, and specialists (as needed) detailing the student's learning objectives, course of study, instructional methodologies, and how the learning will be

evaluated. Students with disabilities will be provided specialized instruction and services as required by their Individualized Education Plans (IEPs).

Lincoln Montessori Community Co-op

This is an educational option for those parents who wish for their children to obtain an academic education in a community-based setting. In this site-based program, students will attend school all day Monday through Friday. The Lincoln Montessori Community Co-op (LMCC) will serve elementary grades with combination classes of two grade levels. Providing an avenue for parental involvement, Lincoln Montessori will be a co-op in which parent participation is an integral part of the Charter School's success and an expected element from each family. Enrollment in the LMCC will be by a lottery.

Home Study/Homeschool

The Home Study Program is designed for students whose parents are actively involved in their education. The parents have a strong sense of what they want their children to study and participate in the lesson planning, instructing, and correcting of assignments for their children under the guidance of the Supervising Teacher.

Independent Study

The Independent Study Program is designed for secondary students whose parents need or want more assistance in educating their child or for those families who do not choose to be as involved in the day-to-day educational program as the Home Study Program requires.

Enrichment Programs

Another program choice involves supplementing independent study at home with support through enrichment programs. These specialized programs are educational programs hosted by various local communities. This program option generally consists of two days per week (similar to a community college model) of core subject instruction and one day per week of academic electives. Students entering into these programs receive instruction from highly qualified credentialed teachers in the subject area of instruction and then complete homework and projects at home and in their local community

Guidance Office

The Guidance Counselor serves as a resource to parents at any time by appointment, telephone, email, and special parent nights held throughout the year. Information is also mailed directly to students and parents as appropriate. Training and updates are provided to teachers as part of the school staff development plan.

Partners Charter School Web Page

The Guidance Office maintains a web page which includes information on choosing courses, requirements for the University of California and California State University Systems, and high school graduation requirements.

Assessment, Intervention

Partners will be one of the most successful schools in addressing the academic needs of each student, servicing those needs, assessing individual academic growth, adapting the academic plan based on frequent and varied assessments, providing acceleration or intervention, resulting in the overall success of each student.

Student Focus/Special Interests and Talents

Partner's students learn to select and develop their own education, choosing the best-suited academic environment from a streamlined process, benefiting from a myriad of community opportunities for exploration and training, and graduating as confident, directed, and skilled young adults. While motivating and supporting students to achieve academic excellence, Partners teachers and parents also help students to find their passion and encourage their unique special talents, interests, and abilities.

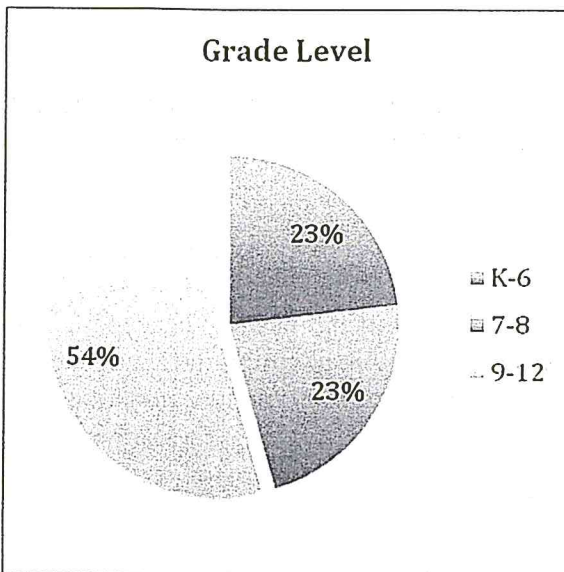
Parent and Community Partnerships

Partners is responsive to diverse community needs, developing innovative learning communities that reflect local values based on strong parent-professional collaborative partnerships.

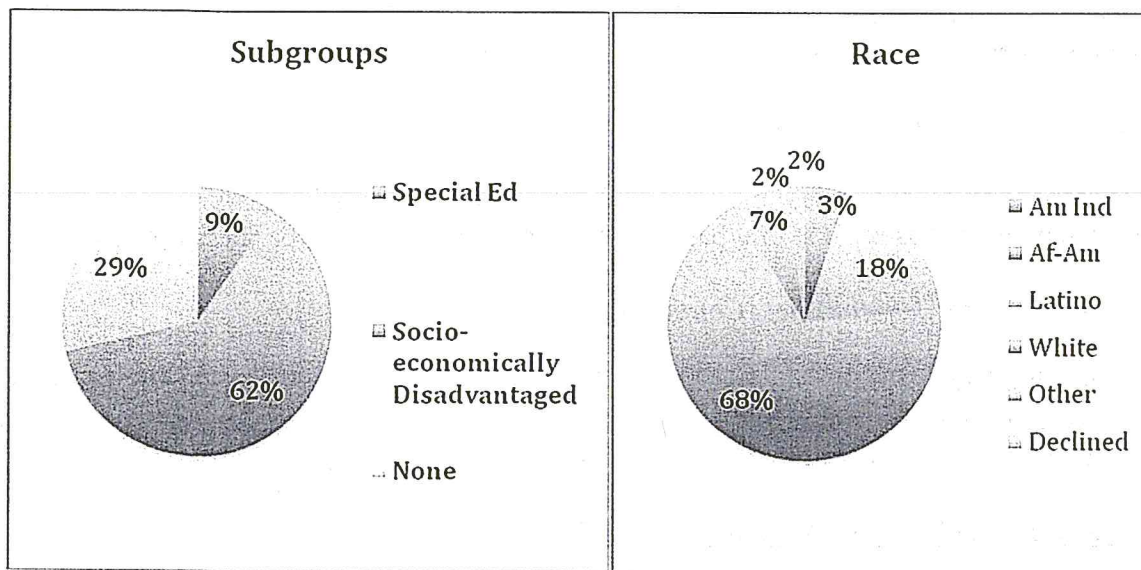
Professional Learning Communities, Continuous Improvement

Partners is a school with Professional Learning Communities — of students, parents, teachers, and staff, working together — that are a driving force behind continual academic improvement and achievement for students of all backgrounds and individual learning abilities.

C. Students to be Served – Whom the School Intends to Educate

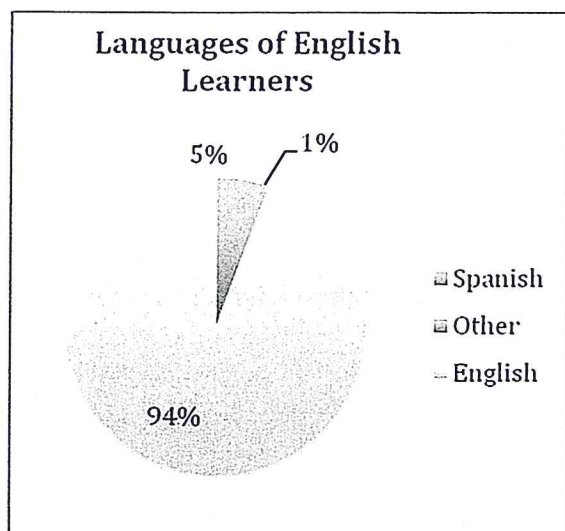


The majority of Partners students are in grades 7-12. This is due to the offering of more secondary academies and cooperative programs.



Partners requires parents to report family income when applying for enrollment and it is evident that it serves a majority of students who live in socio-economically disadvantaged homes. This is an important consideration for students in independent/home study as it is necessary to ensure that these students have the necessary educational tools and resources to learn in a home environment. These tools and resources may be more common in high income homes.

In the chart below, the significant percentage of Spanish-speaking English learners is evident. Many of these students are served in the Sacramento Leadership Collaborative Program.



The Charter School's student population is generally reflective of the District, as demonstrated in the following table.

Table 1: School Demographics 2011-2012*

ETHNICITY	PERCENTAGE
African American	3.7%
American Indian/Alaskan Native	1.5%
Asian	1.9%
Filipino	1.9%
Latino or Hispanic	22.3%
Pacific Islander	0
White	67%
Two or More Races	0
<i>Sub-Group</i>	
Free or Reduced Lunch Participants**	N/A
Students with Disabilities**	11.5%
English Learners	9%

*Source: CDE DataQuest, 2011-12 California Longitudinal Pupil Achievement Data System (CALPADS), accessed [3/25/13].

** Source: CDE DataQuest, October 2011 CALPADS data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document, accessed 3/25/13

D. An Educated Person in the 21st Century

The Charter School identifies an educated person in the 21st century to mean a person who has not only demonstrated mastery of the standards in reading, writing, mathematics, history, and

science, but who also demonstrates effective use of technology and critical thinking strategies. It is the goal of Partners to help students in becoming self-motivated, competent, and lifelong learners.

E. How Learning Best Occurs

The Charter School's parents, students, and Supervising Teachers believe that the best learning occurs when:

- Educational delivery methods are tailored to each individual student's learning styles.
- Personalized learning is the primary focus; with additional small group classes provided as educational options.
- Real life, project-based learning is emphasized.
- Enrichment is provided through a variety of opportunities such as internships, small group instruction, virtual learning, academic competitions, field trips, etc.
- The global community serves as the school campus.

Objectives of Partners include, but shall not be limited to the following:

- Students will perform and achieve as well as or better than students in traditional California public schools.
- Students will achieve competency in basic academic skills and meet Core Content standards.
- Students will be intrinsically motivated through meaningful learning opportunities that stimulate the interests of each individual student.
- Students will explore their potential in the visual and performing arts. Students will become 21st Century learners through the effective use of technology.
- Students will learn to recognize and use their skills and abilities.

To the extent that students participate in non-classroom based and independent study programs, the Charter School will comply with state laws and regulations related to independent study including, but not limited to, Education Code Sections 47612.5 and 51745 *et seq.*

F. Program Implementation

Instructional Strategies

Students who attend Partners will be educated in independent/home study programs, individualized learning programs, enrichment, supplemental learning projects, and online classes. All instruction will be personalized and differentiated. Teachers will use a variety of instructional methods and approaches that are research based and congruent with the core values of the Charter School and each specific program. Instruction will be commonly multi-modal and technology will be widely infused.

Parents act as facilitators in their children's learning program. The Charter School will work with students and parent facilitators by providing them with high quality educational resources, an

assigned Supervising Teacher (ST), and access to a team of education professionals who can provide additional support services as appropriate. All Supervising Teachers regularly assign units of study and evaluate student academic progress towards standards mastery.

G. Courses and Curriculum

All students are supported to achieve mastery of grade-level content standards. However, as the learning is personalized, a wide variety of curricula is available to accomplish this mastery. The Curriculum Resource Center (CRC) is a collection of more than 30,000 standards-based textbooks, teacher editions, and supplementary resources and materials.

Partners also uses Recommended Curricula, which consists of State Board-adopted instructional materials. These are optional but encouraged within the context of the student's individualized learning plan. (See Appendix B)

In addition, Partners has a wide variety of online resources, available to all students.
(See Appendix C)

H. Professional Development

Student achievement is the focus of Partners' professional development. Partners is updating its previous five-year Professional Development Plan that corresponds directly to the schools' improvement plan goals. Professional development offerings for Partners provide support for certificated staff, and classified staff.

Professional development for certificated staff is delivered in a wide variety of ways that include: in-service days, monthly ST meetings, weekly site staff meetings, professional conferences, involvement in county offerings, BTSA support, curriculum and instruction training as needed. Recent focus has been on developing Professional Learning Communities to put all the school resources together toward achievement for every student.

Professional development for classified staff is addressed through the Human Resources Department that provides training on a variety of topics during in-service days as well as ongoing training that is department specific. This group also takes advantage of the offerings through County Offices of Education and attends professional conferences.

School Calendar
(See Appendix D)

I. Common Core State Standards Implementation

Partners is dedicated to students' success. We believe the California Common Core Standards ("CCCS") will complement our curriculum, assessment, and professional development plans. To that end, Partners shall create a CCSS steering committee to align instructional materials and curricular units to the CCSS and redesign data, assessment and accountability systems to reflect the expectations in the CCSS. The school shall also mobilize supports for student with disabilities and general education students who require additional academic support. Through shared leadership, Partners will design self-sustaining practices that promote student-centered, inquiry-based learning. We welcome the learning opportunities the Common Core State Standards will bring to our school.

Partners shall follow the recommended CCSS timeline set by the California Department of Education. Teachers will participate in professional development focused on understanding the intent and content of the new standards and focusing on instructional practices to prepare for full implementation of the CCSS. The CCSS steering committee will provide sample units and implantation strategies to the teaching staff during bi-weekly and monthly professional development activities.

J. Plan for Low-Achieving Students

Children are unique individuals. Each learns in his or her own way at an individual rate.

At Partners, we believe *each and every* student can succeed. This is our singular purpose. By personalizing learning and using a variety of instructional methodologies, we can best support our students' academic success.

Sometimes, a student may need extra time or additional learning support. This extra support may be necessary for a few weeks or several months depending on the student's progress. Partners has a comprehensive system to assist the student at the early signs of academic struggling. This system of support is called our Response to Instruction and Intervention (RtI²).

For most students — those who demonstrate standards mastery — there is no change to their educational plan. In fact, many students are able to enjoy increased flexibility in the usage of their instructional funds.

All students will be followed for their academic achievement, including newly enrolled students. Based on a series of screening indicators, some students will need additional time and support from their Supervising Teacher. Others may need targeted instruction provided in small groups or individually to help them accelerate learning and close the achievement gap. Additional curricular and instructional resources may also be employed based on the Individualized Learning Plan developed for identified students.

These additional supports and extra time will be closely monitored. Students will use these supports only as long as necessary. Parents, Supervising Teachers, and intervention specialists will work together to improve the quality of instruction and increase student learning. It is anticipated that this school-wide system of early identification and support will result in:

- Increased academic achievement

- Increased numbers of students passing the CAHSEE in grade 10
- Decreased numbers of Problem Solving Team referrals
- Increased attendance
- Increased retention

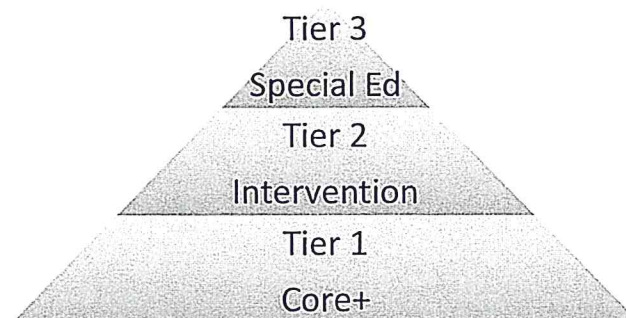
Students who continue to struggle academically after all of the additional supports and time have been utilized will be referred to determine their eligibility for special education services. Special education will be considered after a series of interventions and strategies have been implemented. All of the interventions, benchmarks, and observations of the student learning will be used as part of the comprehensive assessment to determine eligibility for special education services.

A Three-Tiered Process

Students are identified for RtI² based on a careful analysis of several indicators over a period of time. These include:

- Students identified scoring below Proficient on CSTs and on prior Spring Benchmark Assessments
- Pre-assessment measures for non-testers (K-2, waived, new, etc.)
- Failure to pass the CAHSEE on its first administration
- CELDT: Intermediate and below
- Failure of at least one core math or ELA class
- Request to retain student one grade

Three levels of support (called tiers) are provided to identified students based on the assessment information and the Individualized Learning Plan (ILP).



CST: 150-269

CAHSEE: 200-323

Tier 1

Students in Tier 1/Core+ receive additional time and support from their Supervising Teacher. The recommended curriculum and ancillary resources are used in addition to a variety of instructional strategies. Parent educators will be trained and coached to effectively use these interventions, strategies and resources. Area classes or web-based courses may be recommended, as well as study skills training for older students. An Individualized Learning Plan (ILP) is developed with a detailed description of the strategies and/or interventions to be employed and a timeline for implementation and monitoring. The plan may be for as little as six weeks depending on the student's identified academic needs and response to prescribed interventions.

- Additional time & support from ST
- Ancillary resources
- Targeted instructional strategies
- Parent training
- Area classes
- Web-based classes

Tier 2

Students in Tier 2/Intervention need targeted assistance immediately. Based on a comprehensive, individualized student assessment using a team approach, specific strategies and interventions will be deployed. These may include additional time and support from the Supervising Teacher, small group or individualized instruction, and web-based resources that target the assessed intervention needs. Specially trained Intervention Specialists and tutors will provide the direct, explicit and systematic instruction in accessible locations. Weekly progress monitoring will determine the frequency and duration of the necessary intervention.

- Additional ST time & support
- Direct, explicit, systematic instruction
- Small group/individualized instruction
- Web-based supplementary resources
- Progress monitoring

Tier 3

Students in Tier 3 are those who have been identified as eligible to receive special education services.

- Special education services

CST: 270-335
CAHSEE: 325-349

K. Plan for High-Achieving Students

College preparatory (a-g) courses are offered at Partners. APEX Learning, an online system that is taught by both Partners highly qualified teachers and APEX teachers, provides additional access to a-g classes. Virtual Learning Instructors provide common curriculum and assessments for high school students. Advanced Placement (AP) and Honors courses are offered to our students, taught by our instructors as well as APEX Learning instructors. With a variety of curriculum available to all of our students, needs may be met through various text book as well as online options.

L. Plan for English Learners

Partners will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

Home Language Survey

Partners administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English are California English Language Development Test ("CELDT") tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Partners notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including,

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

but not limited to, the CELDT.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- For students in grades 3 – 5, California Standards test proficiency in English Language Arts and Math
- School benchmark assessments

Strategies for English Learner Instruction and Intervention

Students are identified through the CELDT process and receive intervention and instruction through our Intervention Specialists and Highly Qualified Supervising Teachers. Instructional strategies include but are not limited to: connecting to prior knowledge, building background, and scaffolding.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for EL students in the Partners will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

M. Serving Students with Disabilities

Overview

Partners shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Partners is its own local educational agency ("LEA") and is an independent member of the Placer County Office of Education Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

Partners shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Partners may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Partners shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by a Certificated Administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education

programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required by law.

Staffing

All special education services at the Horizon are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Partners shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School has adopted and implemented policies relating to all special education issues and referrals.

Identification and Referral

Partners shall have the responsibility to identify, refer, and work cooperatively in locating Partners students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Partner students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Certificated Administrator and/or the Partners designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in regular education; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

Partners understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Partners students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Partners is responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Partners non-special education students, whichever is more. Partners shall also provide all home-school coordination and information exchange. Partners shall also be responsible for providing all curriculum, materials, modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

For students who enroll in Partners from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, Partners shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Partners has adopted policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

Partners designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Partners if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School shall represent itself at all SELPA meetings.

Funding

The Charter School is subject to the allocation plan of the SELPA.

II. MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. Education Code Section 47605(b)(5)(B).

Partners has implement a culture in which its pupil outcome goals and schoolwide outcome goals are continuously evaluated for effectiveness. Students will advance and progress by demonstrating progress towards mastery of these pupil outcome goals at designated times throughout the school year. Actual outcomes shall be reported to the WPUSD each year in an Annual Performance Report.

Students participate in the state mandated testing and meet performance objectives which are consistent with state accountability targets as defined by the California Academic Performance Index (API). Progress toward achievement of the Governing Board "ENDS" is reported regularly, including the "Global End" that students will "demonstrate reading, writing, mathematics, history, and science content understanding that meet or exceed the state standards."

Data driven decision-making (DDDM) is used to guide all instructional, programmatic, and fiscal decisions. Target annual academic achievement SMART (specific, measurable, attainable, realistic, and time-based) goals will be set with continuous improvement action plans detailing barriers, objectives, and strategies to achieve the goals.

Partners uses a comprehensive assessment system to store, report, and analyze all student progress. This assessment system tracks individual and subgroup, regional, class, and program achievement on the following standardized and standards-based assessments:

- CST (California Standards Test)
- CMA (California Modified Assessment)
- CAPA (California Alternate Performance Assessment)
- CAHSEE (California High School Exit Exam)
- CELDT (California English Language Development Test)

In addition, the results of periodic standards-based benchmark assessments are uploaded into this assessment system for immediate reporting to students and parents as well as for analysis. Regional and program Professional Learning Communities (PLCs) will analyze assessment data, identify and intervene with struggling students, and determine needed professional development. Educational Leadership will regularly analyze school-wide achievement data.

Highly Qualified Teachers (HQTs) oversee mid-term exams, semester finals, and end-of-course exams for college preparatory and non-college preparatory core academic courses taken by

independent study students. All college preparatory course exams will be appropriately proctored.

Elementary students use standards-based report cards to assess progress toward mastery of the state standards. Secondary students have traditional grades and highly qualified teachers oversee all core courses.

Other pupil outcomes that are tracked and reported to the Governing Board within regular monitoring reports include:

- Student mobility/retention
- Graduation rates/dropout rates
- Promotion/retention
- Discipline
- Parent and Student satisfaction surveys
- Attendance/truancies/Student Absence Review Team (SART) referrals
- IEPs/Student Study Teams (SSTs)/504 Plans/Health Plans
- English Proficiency
- Work Status
- College Entrance Exam Results

In addition to demographic information and standardized testing results, the Charter School uses multiple measures to assess student progress toward the intended outcomes. These measures include:

- Evaluation of student work samples
- Observations
- Curriculum-based measurement
- Writing samples
- Student demonstrations
- Projects
- Participation in academic competitions
- Universal screening for incoming students
- Progress Reports and Report Cards

All student progress is monitored and evaluated at least every learning period (20 school days). Students' individualized learning plans are modified as needed to address academic progress concerns.

Partners develops an annual School Accountability Report Card (SARC) and publish it on its website. In addition, the school, along with its regions and programs, review and revise, as needed, the strategies contained in Continuous Improvement Action Plans to address ongoing analysis of achievement data. The Charter School, like all public schools, is also subject to federal No Child Left Behind (NCLB) requirements.

The Charter School shall pursue the following schoolwide and pupil outcomes:

Goal	Measurable Outcome	Assessment Method	Frequency of Measurement
The Charter School will maintain a high Average Daily Attendance (ADA) rate.	The Charter School will achieve a 95% ADA	Daily attendance data analysis using state methodology.	Daily attendance averaged annually.
The Charter School will make Adequate Yearly Progress (AYP) as defined under the No Child Left Behind Act.	<ul style="list-style-type: none"> 95% or higher participation in required standardized assessments. Increasing percentages of proficiency in Math and English, schoolwide and in each significant student subgroup. 	STAR, State APR reporting	Annual analysis of aggregate student data.
The Charter School will meet or exceed its annual Academic Performance Index (API) growth target.	Meet or exceed schoolwide and significant student subgroup API growth targets at set annually by the state.	STAR, State APR reporting	Annual analysis of aggregate student data.
English Learners will acquire English language fluency.	75% of English Learners continuously enrolled at the Charter School for 5 years will achieve reclassification to Fluent English Proficiency.	<ul style="list-style-type: none"> CELDT Reading fluency tests STAR ELA scores Progress report cards Teacher & parent recommendations 	Annually
Independent Study program outcomes as set in each student's individualized education plan	95% of Independent Study students will achieve goals set within individualized education plan	<ul style="list-style-type: none"> Progress assessed through multiple measures by Supervising Teacher each 	Once every 20 days at minimum

Goal	Measurable Outcome	Assessment Method	Frequency of Measurement
		visit	
Parents will express satisfaction with the Charter School	At least 80% of parents will express satisfaction with the Charter School's education program.	Parent survey	Annually

Outcome data gathered from these processes allows the Charter School to understand its strengths and areas for improvement, and to make on-going adjustments to its academic program and operations to ensure the greatest possible success for all students.

III. METHODS OF MEASURING PUPIL PROGRESS AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

Partners is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students participate in the Statewide Testing and Reporting program (CST, STAR) and all other mandated accountability programs applicable to noncharter public schools (CELDT, etc.). We firmly believe that the academic options will fully prepare students for success in these statewide assessment programs.

Partners staff uses a comprehensive approach in an ongoing effort to examine student performance and revise instructional practices to address student needs. Our goal is continuous improvement to achieve the highest quality educational program possible. Staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

A. Data Management, Analysis and Reporting

Partners recognizes the importance of being a data-driven school. Meaningful, reliable data provides a tool to measure student progress in an ongoing, authentic arena. This includes both standardized and non-standardized tools that, when taken together, will paint a picture of student achievement.

STAR data is used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. Multiple formative and summative assessment measures are used regularly throughout the school year, including assessments specific to State Board-adopted curricula and Standards-Aligned curricula, benchmark assessments, online assessments and project-based assessments. Partners utilizes existing Action Learning Systems' benchmark testing to assess student progress on state standards while exploring other benchmark tests that may fit more appropriately with the needs of the students. Staff are trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends.

The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff are continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

B. Use and Reporting of Data

Data is collected, analyzed, and reported in a timely manner. As mentioned above, teachers time developing the expertise to use data to understand student challenges and then to develop the

skills they need to individualize instruction and address student deficiencies. Through regular staff meetings and administrative meetings, data is analyzed, including standardized testing results, attendance, grades, behavior and anecdotal evidence. This process leads to decisions about curriculum, instructional practice, professional development, extra-curricular activities, and budget allocation. Data will also be used to continuously monitor student progress and identify students for accelerated learning or those who need additional support.

The objective means of measuring student outcomes assists in evaluating the effectiveness of instruction at the school and to make modifications in instruction for both individual students and groups of students. The above-mentioned data provides detailed information, allowing the Charter School to make informed decisions on pupil progress. Data is shared with all stakeholders including families.

Partners utilizes DataDirector as an assessment and monitoring system to guide instruction in the school's programs, and integrate data from a variety of sources such as state assessment, district administered tests and possibly daily assessments given by teachers. DataDirector is utilized to create a variety of reports on student achievement, including disaggregated data by content

strand, student subgroup, and grade-level, provide for analysis of school wide data; and

individual teachers are encouraged to use the program to track and reflect on their teaching strategies as it relates to the assessments. The system's ability to manage, track and report information from a wide variety of assessments provides a complete picture of the student in relation to their attainment of skills and knowledge specifically determined by the goals of the Charter School.

Student achievement data is analyzed throughout the school year in order to determine if there are any patterns. When areas are identified, teachers and staff of Partners are directed to look at the core programs and possible interventions that will address these areas. Resources and professional development are utilized to address the need and enhance or change programs if necessary.

C. School Accountability Report Card ("SARC")

The Charter School publishes student results annually through the School Accountability Report Card ("SARC"), in compliance state law and NCLB criteria. The report includes pertinent facts and data about the school and is made available to the public as required by law.

D. Annual Performance Report

In addition to the SARC, Partners provides WPUSD an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above. This data is displayed on both a charter school-wide basis and disaggregated by

reportable subgroups to the extent feasible without compromising student confidentiality.

- Data on the parent involvement in the Charter School's governance (and other facets of the Charter School) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications, including copies of credentialing, proof of fingerprinting and background checks, and TB testing.
- A copy of the Charter School's health and safety policies and any major changes to those policies during the year.
- A comprehensive view of the Charter School's admissions practices during the year. This will include information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The Charter School shall comply with WPUSD Board requests regarding the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

E. District Visitation/Inspection

The Charter School will comply with a WPUSD requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

F. Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. Non Profit Public Benefit Corporation

Partnerships for Student-Centered Learning Charter School ("Partners" or "Charter School") is a directly funded, independent charter school and is operated by Horizon Charter Schools, a California non-profit public benefit corporation with tax exempt status under Internal Revenue Code section 501(c)(3). The Horizon Charter Schools nonprofit also operates this Charter, Partners

Partners operates autonomously from WPUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix E, please find the Partnerships for Student-Centered Learning Charter School Articles of Incorporation, nonprofit Bylaws, and a draft Conflict of Interest Code.

B. Board of Directors

Partners is governed by a nonprofit Board of Directors ("Governing Board" or "Board") in accordance with its adopted nonprofit bylaws, which are consistent with the terms of this charter.

A Governing Board of seven members governs both Horizon Charter School and Partnerships for Student-Centered Learning (Partners). The Board is comprised of one Western Placer Unified School District (WPUSD) resident Horizon/Partners Charter School parent, one Placer County business/community representative, one education community representative, and four additional Horizon/Partners Charter School parents.

If no WPUSD resident parent applies, other Horizon//Partners Charter School parents may serve in this position. Two or three parent representatives will be elected every two years and will serve a term of four years. The business/community representative and the education community representative will be appointed by the existing Board and will serve a term of two years. If a non-parent business/community representative or non-parent education community representative is not found to fill the position after a three month vacancy, a parent from either charter school may be appointed by the Board to serve the remainder of the term. No member of the Governing Board may be employed by Horizon/Partners Charter Schools or be a member of the immediate family of an employee of Horizon/Partners Charter Schools.

The Governing Board is responsible for charter accountability and revision, selection of the Chief Executive Officer (CEO)/Superintendent or School Management Company, budget approval, the school calendar, and formal adoption of the school policies.

The Chief Executive Officer (CEO) or the School Management Company is responsible for the administration of the school. CEO/Superintendent or School Management Company communicates directly with the Governing Board and WPUSD Administration. The contract with the CEO/Superintendent or School Management Company may be renewed by agreement between the Governing Board and the CEO/Superintendent or School Management Company or terminated by either party at the expiration of the employment contract/contract for services. The duration of that contract is set by the Governing Board.

All decisions of the Governing Board are by majority vote based upon the presence of a quorum. All meetings of the Governing Board comply with the Ralph M. Brown Act (Chapter 9 (commencing with Sections 54950) of Division 2 of Title 5 of the Government Code) and shall be held at a location within the WPUSD.

Charter School employees or their immediate family members shall not serve on the Board as directors.

All directors shall be appointed by the Board, except for the authorizer representative, if any.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws as follows:

Parent representatives shall serve for four (4) years, so long as they are the parent of a currently enrolled student, and until a successor director has been appointed.

Community representatives shall serve for two (2) years and until a successor director has been appointed.

Board members may serve for up to five(5) consecutive Board terms of service.

Board terms will be July 1 through June 30.

A list of Board members is included in Appendix F.

C. Board Meetings and Duties

The Board meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board is fully responsible for the operation and fiscal affairs of Partners including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the CEO/Superintendent;
- Hire, promote, discipline and dismissal of employees of Partners after consideration of a recommendation by the CEO/Superintendent;
- Approve all contractual agreements;

- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Approve purchase orders and/or contracts over \$25,000.00
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established. Partners shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached within Appendix E. As required by the Political Reform Act, the Conflict of Interest Code has been submitted to the proper code-reviewing body for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Partners Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

E. The CEO/Superintendent

SUMMARY:

Under the direction of the Governing Board, the CEO/Superintendent (hereafter simply “CEO”) leads all aspects of the schools acting as an agent of the Board, provides information and input to the Board, and manages school business. The CEO provides educational management leadership in developing and implementing the Board adopted “ENDS”.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Acts as the agent of the Governing Board
- Effectively oversees the implementation of data-driven instructional reform to improve academic achievement for all students
- Manages a staff of administrators including the Assistant Superintendent of Business Services/Chief Business Official and the Deputy Superintendent/Chief Academic Officer
- Recommends policy and program decisions to the Board
- Develops administrative rules and procedures to implement Board policy
- Oversees the preparation of the annual school budgets
- Ensures compliance with state and federal constitutional and statutory rules and regulations
- Develops and maintains effective channels of communication
- Responds to staff and community regarding questions or problems regarding school operations
- Establishes and prepares meeting agendas, presents items for consideration to the Board, responds to inquiry from the Board
- Advises the Board about employer-employee relations and collective bargaining activities
- Performs other duties as assigned by the Governing Board

EXECUTIVE LIMITATIONS and BOARD MANAGEMENT DELEGATION:

Executive Limitations define the framework within which the CEO and staff are to work. The CEO is expected to devote her/his time to moving the schools toward accomplishment of the ENDS policies. The CEO is authorized to make decisions and take actions within the framework provided by the Board.

The Board delegates the day-to-day operations of the schools to the CEO. The CEO will be held accountable for leading the schools’ personnel in working toward the accomplishment of the

Board's identified ENDS while at the same time working within the framework established by the Board. The Board will monitor the schools' compliance with adopted policies throughout each year as per the Board timeline.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the Charter School or other appropriate employee or third party provider.

F. Parent Involvement in Governance

In addition to serving on the Board, the Charter School encourages parent involvement in the school through the development of a parent/teacher organization (PTO). The PTO shall be made up of parents and guardians of Horizon students and teachers whose primary role is to provide support regarding school activities, raise money, plan staff appreciation events, and provide feedback to the Board on issues of concern. The PTO shall operate independently from the Charter School. The PTO shall hold meetings throughout the year to inform parents and collect feedback regarding Charter School operations, educational services and programs, and the school's accountability to the community.

The Charter School also promotes parent participation by supporting and strongly encouraging parents and guardians to contribute volunteer work, and also through direct instructional involvement as Parent Educators. The PTO also may plan special events and fundraisers for the Charter School, coordinate teacher appreciation week, and Charter School celebrations.

Communication between school staff and parents shall take place through phone calls, e-mail, newsletters and face-to-face meetings as necessary. Parents and guardians are encouraged to express their concerns, to visit the school and schedule time to meet with staff.

G. Organizational Chart

Please find in Appendix G a copy of our organizational chart.

V. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Overview

All employees of Partners will show dedication to students and mission of the school. Employees will be both innovative individuals with a passion for lifelong learning, and committed to developing the academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to the Charter School's adopted personnel policies, and federal and state statutes applicable to charter schools. Partners shall hire employees who are dedicated to providing instruction for children according to the academic content standards and Common Core State Standards adopted by the California State Board of Education. Selection and appointment of employees at Partners will be the exclusive prerogative of the Charter School. As such, those who work at Partners shall be selected, employed, and released by the Board of Directors, which establishes terms and conditions of employment through Board-adopted personnel policies.

Partners will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220. The Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Teachers

Teachers for core, college preparatory courses must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Partners teachers shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB") as applicable to charter schools. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

Each Supervising Teacher (ST) must hold a valid California Commission on Teacher Credentialing teaching certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold. These documents shall be maintained on file at the Horizon Charter School Administration Office, and shall be subject to periodic inspection by the chartering authority. As per Education Code Section 47605(l), core and college preparatory courses will be taught by appropriately credentialed teachers. Core

courses shall be defined to include English/language arts, mathematics, social science, and science. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. The Charter School shall also comply with NCLB highly qualified teacher requirements.

If the Charter School accepts Title I funds, it shall meet requirements for qualifications of paraprofessionals working in programs supported by Title I funds.

Qualifications for additional employees shall be outlined in approved job descriptions.

Chief Executive Officer/Superintendent

See section E above for a description of the position. Below are essential qualifications:

EDUCATION and/or EXPERIENCE:

A California General Administration Credential, Standard Administration Credential, or Service Credential with specialization in administrative services is highly desirable. Successful full-time service in a certificated and/or management position(s) is desirable.

PROFESSIONAL SKILLS AND ABILITIES:

- Commitment to academic excellence and the ability to select and lead a highly qualified teaching and administrative staff
- Knowledge of charter current school law and understands the most current research-based principles of school improvement
- Demonstrated ability to assign responsibility, delegate authority, motivate and empower others to achieve high levels of performance, and values the contributions of all employees to the success of the school
- Short and long-range planning experience, coupled with the ability and desire to articulate the goals and needs of the school
- Sensitive and responsive to the educational needs and concerns of diverse ethnic, socioeconomic groups, and special needs students
- Deal effectively with and be responsive to stakeholders who are representative of many and varied points of view; ability to establish and maintain effective public communications/relations and community rapport with a diverse population
- Communicate effectively including presenting information to top management, public groups, parents, students, news media, and/or boards
- Understanding of and willingness to support interest-based bargaining and decision-making in the school
- Knowledge of the unique challenges facing charter schools
- Strives to create a school climate of cooperation and collaboration
- Team leader as well as a team member who is willing to take reasonable risks
- Able to initiate change in a positive way and follow it through to full implementation

PERSONAL CHARACTERISTICS:

- Work constructively and communicate effectively with the Governing Board and all stakeholders: qualities of integrity, good character, and judgment

- Render immediate decisions on urgent issues and effectively handle crisis situations

Certificated Administrator

The Horizon Certificated Administrator serves as the instructional leader of the school. Selection of the Certificated Administrator by the Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with our targeted student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

Selection of the Certificated Administrator will be based on proven experience meeting the following qualifications:

- Administrative Credential; Master's Degree in Education highly desirable. An applicant without a current Administrative Credential may be considered only if the applicant provides evidence of five or more years of public school administrative experience.
- Relevant experience with school and organizational leadership and educational innovation.
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred.
- Expertise in curriculum design, supervision and evaluation.
- Knowledge of special education programs, policies, and best practices.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.
- Interest in the charter school model of public education and commitment to the Charter School's success.
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management.
- Other qualifications and/or qualities deemed important by the Board.

Office Personnel

Office Personnel will be selected by relevant Administrator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of three years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.
- Spanish language fluency strongly preferred.

All other non-instructional personnel will be considered based upon their expertise and ability specific to the position.

VI. HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Partners maintains full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. The following is a summary of the Charter School's policies and procedures:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal or relevant Administrator of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the CEO/Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty, staff and volunteers are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

Students are required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Partners adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention of methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

Emergency Preparedness

Partners adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff are provided training on emergency and first aid response. The training is conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The

training will occur at least bi-annually.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and

hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, and Tobacco Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Harassment Policies and Procedures

Partners is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's comprehensive complaint policy.

VII. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Partners shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Outreach Plan

Partners shall adhere to an Outreach Plan that combines effective recruitment strategies with resources to attract a diverse population to ensure that the population of students is reflective of the general population within the territorial jurisdiction of the District. The Outreach Plan will be reviewed and updated annually based upon the success and/or failures of the prior year.

The Partners Outreach Plan shall include the following strategies:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process.
- Creating and distributing enrollment brochures and forms in various languages represented in the District, as applicable.
- Advertising by posting flyers and hosting tables at various locations including local libraries and community centers.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. We will continue to add sources to stay current with the latest technologies and trends.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in the Charter School.

VIII. ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Partners will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Partners shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Partners admission process is comprised of the following:

- Completion of a student enrollment application

Enrollment packets for students who are admitted will also gather the following:

- Proof of immunization(s)
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records
- Completed parent/student contract

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Returning students must affirm their intent to return.

Enrollment preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled in Partners
2. Siblings of currently enrolled students at Partners
3. Children of employees at Partners
4. Residents of the District
5. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw

in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or online prior to the lottery date.

IX. FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee will select an independent auditor through a request for proposal format. The Board of Directors will annually approve the selection of an independent auditor. The Chief Executive Officer will facilitate the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review the audit each year. The Chief Executive Officer, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

X. PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available through the program or regional administrator.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile

using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Administrator or designee.

The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Administrator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing

whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Administrator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Administrator or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Administrator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. EMPLOYEE RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Certificated employees at Partners shall participate in STRS as applicable to the position. Non-certificated employees shall participate in PERS and the federal social security system as applicable to the position. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Assistant Superintendent of Business Services shall be responsible for ensuring that appropriate arrangements for retirement coverage are made. The Charter School will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain

well-trained teachers and other staff.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

XIII. EMPLOYEE RETURN RIGHTS

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall not have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district may

be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XIV. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and District

Partners and the WPUSD will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Partners and WPUSD, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Charter School Chief Executive Officer or designee and District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Chief Executive Officer of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Chief Executive Officer. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

XV. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Partners shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

XVI. SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the Partners will be documented by official action of the Charter School Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Partners of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Partners

The Board will also develop a list of pupils in each grade level and the courses they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall then be transferred to the District upon Partners closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Partners, all assets of the Partners, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Partners, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Partners closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Partners is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Partners, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVII. MISCELLANEOUS CHARTER ELEMENTS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix I, please find Partners three-year budget and cash-flow. These documents are based upon the best data available to the Charter School at this time.

The Charter School shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Partners receipts and expenditures for the preceding fiscal year.

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School provides and procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Partners shall pay the authorizer an oversight fee in accordance with Education Code Section 47613.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).

Partners currently operates resource centers at the following locations:

- Auburn Learning Center – 11641 Blocker Rd., Building D – Auburn, CA – 9,576 sq. feet
- Roseville Learning Center – 975 Reserve Dr. Roseville, CA – 5066 sq. feet
- Elk Grove Learning Center – 3161 Dwight Road, Elk Grove, CA – 11,520 sq. feet
- Horizon Curriculum Resource Center – 3144 Venture Dr., Lincoln, CA

Partners may establish resource centers in Placer County and contiguous counties as student enrollment needs dictate within the counties of operation pursuant to all applicable laws and regulations including, but not limited to, Education Code Section 47605.1(c). Partners also rents occasional temporary space for events and activities.

Partners shall operate its primary Administrative Office at 2800 Nicolaus Road, Ste. 100, Lincoln, California 95648. The school's mailing address is P.O. Box 489000, Lincoln, California 95648.

E. Transportation

Partners does not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

F. Attendance Accounting

Partners has implemented an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Reporting

The Charter School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Partners is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Partners shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Partners and the District shall enter into a MOU, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student

population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

XVIII. CONCLUSION

By approving this charter for the renewal of Partners, WPUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Partners intends to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, Partners pledges to work cooperatively with WPUSD to answer any concerns over this charter renewal petition and to present the WPUSD with the strongest possible proposal requesting a five-year renewal term from July 1, 2013 through June 30, 2018.

XIX. APPENDICES



WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 SIXTH STREET, SUITE 400, LINCOLN CA 95648
PH: 916-645-6350

BOARD OF TRUSTEES: PAUL LONG
BRIAN HALEY
PAUL CARRAS
KRIS WYATT
DAMIAN ARMITAGE

SUPERINTENDENT: SCOTT LEAMAN

Craig Heimbichner
Superintendent and Chief Executive Officer
Horizon Charter Schools

Mr. Heimbichner,

Please accept the proposal below from Western Placer Unified School District for technical assistance to be included in the Charters' petitions for renewals.

The two charters, Horizon Charter School (HCS) and Partners for Student Centered Learning (PSCL) will each pay a District 1% oversight fee. Additionally, the HCS and PSCL will pay combined the District additional fees noted below for technical assistance in various areas. The following combined technical assistance fees will be paid to the District:

	Salary	% Charters	Technical Assistance Fee - Combined	
Superintendent	194,550.00	10.00%	\$19,455.00	
Admin Asst to Supt	95,698.00	5.00%	4,784.90	
Deputy Supt	157,386.00	10.00%	15,738.60	
Support Specialist, Intervention	101,493.00	10.00%	10,149.30	
Peer Coach	86,000.00	15.00%	12,900.00	
Admin Asst Ed Services	79,118.00	5.00%	3,955.90	
Director of Human Resources	138,000.00	5.00%	6,900.00	
Director Business	139,138.00	5.00%	6,956.90	
Asst Supt Business	168,804.00	10.00%	16,880.40	
Admin Asst to Asst Supt	79,118.00	5.00%	<u>3,955.90</u>	
			\$101,676.90	(0.65% Technical Assistance Fee)

The amounts above may be adjusted on an annual basis by mutual agreement. The parties will agree to the specific terms and conditions of the technical assistance fee through an MOU to be drafted prior to the start of the 2013/2014 school year.

Sincerely,

Scott Leaman
Superintendent
Western Placer Unified School District
600 6th Street
Suite 400
Lincoln, CA 95648



8.3.91

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Resolution No. 12/13.31 to Approve the
Annual Adjustment of
Community Facility District
Mello-Roos Rates for CFD #1 and
CFD #2

AGENDA ITEM AREA:

Action

REQUESTED BY:

Heather Steer, Facilities Coordinator

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Fund 49, CFD Tax Roll

MEETING DATE:

June 18, 2013

ROLL CALL REQUIRED:

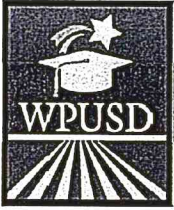
Yes

BACKGROUND:

Annually the rates for fee calculations for Mello-Roos tax within the Western Placer Unified School District's Community Facilities Districts #1 and #2 are adjusted in coordination with the California Construction Cost Index (CCCI), utilizing the annual percentage increase or decrease for the most recent full calendar year as the standard. As of December 2012, there was an increase in the Construction Cost Index of 1.5%. This will increase the rates within CFD #1 to \$6.19 per square foot and CFD #2 to 0.4123 per square foot respectively. Both districts observe a cap of 2,200 square feet per residential unit that can be charged. If approved, these rate increases will be in effect beginning July 1, 2013 and continue through the 2013-14 Fiscal Year.

RECOMMENDATION:

Staff requests that the Board of Trustees approve Resolution No. 12/13.31 to adjust CFD rates for the 2013-2014 fiscal year as outlined.



WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 SIXTH STREET, SUITE 400, LINCOLN CA 95648
PH: 916-645-6350

BOARD OF TRUSTEES:

PAUL LONG
BRIAN HALEY
PAUL CARRAS
KRIS WYATT
DAMIAN ARMITAGE

SUPERINTENDENT: SCOTT LEAMAN

Craig Heimbichner
Superintendent and Chief Executive Officer
Horizon Charter Schools

Mr. Heimbichner,

Please accept the proposal below from Western Placer Unified School District for technical assistance to be included in the Charters' petitions for renewals.

The two charters, Horizon Charter School (HCS) and Partners for Student Centered Learning (PSCL) will each pay a District 1% oversight fee. Additionally, the HCS and PSCL will pay combined the District additional fees noted below for technical assistance in various areas. The following combined technical assistance fees will be paid to the District:

	Salary	% Charters	Technical Assistance Fee - Combined	
Superintendent	194,550.00	10.00%	\$19,455.00	
Admin Asst to Supt	95,698.00	5.00%	4,784.90	
Deputy Supt	157,386.00	10.00%	15,738.60	
Support Specialist, Intervention	101,493.00	10.00%	10,149.30	
Peer Coach	86,000.00	15.00%	12,900.00	
Admin Asst Ed Services	79,118.00	5.00%	3,955.90	
Director of Human Resources	138,000.00	5.00%	6,900.00	
Director Business	139,138.00	5.00%	6,956.90	
Asst Supt Business	168,804.00	10.00%	16,880.40	
Admin Asst to Asst Supt	79,118.00	5.00%	3,955.90	
			<u>\$101,676.90</u>	(0.65% Technical Assistance Fee)

The amounts above may be adjusted on an annual basis by mutual agreement. The parties will agree to the specific terms and conditions of the technical assistance fee through an MOU to be drafted prior to the start of the 2013/2014 school year.

Sincerely,

Scott Leaman
Superintendent
Western Placer Unified School District
600 6th Street
Suite 400
Lincoln, CA 95648



8.391

California Construction Cost Index (CCCI)

Month	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003
January	5774	5683	5592	5260	5309	4983	4869	4620	4339	3978	3939
February	5782	5683	5624	5262	5295	4983	4868	4603	4362	4039	3939
March	5777	5738	5627	5268	5298	4999	4871	4597	4360	4034	4021
April	5786	5740	5636	5270	5296	5004	4872	4600	4393	4125	4002
May		5755	5637	5378	5288	5023	4886	4599	4403	4125	4007
June		5754	5643	5394	5276	5065	4842	4593	4421	4192	3988
July		5750	5654	5401	5263	5135	4849	4609	4411	4194	3989
August		5778	5667	5401	5265	5142	4851	4616	4399	4205	3988
September		5777	5668	5381	5264	5194	4942	4619	4533	4309	3993
October		5780	5675	5591	5259	5393	4943	4867	4554	4310	3994
November		5779	5680	5599	5259	5375	4978	4891	4587	4325	3988
December		5768	5680	5596	5262	5322	4981	4877	4614	4339	3980
Annual % *		1.5%	1.5%	6.3%	-1.1%	6.8%	2.1%	5.4%	6.0%	8.3%	1.0%

The California Construction Cost index is developed based upon Building Cost Index (BCI) cost indices for San Francisco and Los Angeles produced by Engineering News Record (ENR) and reported in the second issue each month for the previous month. This table is updated at the end of each month.

The ENR BCI reports cost trends for specific construction trade labor and materials in the California marketplace.

*Annual Percentage is calculated from December to December.

This page last updated: 4/24/13

84.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 12/13.31

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE WESTERN
PLACER UNIFIED SCHOOL DISTRICT APPROVING TO APPLY AN
ESCALATION FACTOR TO ITS COMMUNITY FACILITIES
DISTRICTS NO. 1 AND NO. 2 SPECIAL TAX RATE**

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above entitled district at a regular meeting held the 18th day of June 2013.

WHEREAS, based upon the comparison of the California Department of General Services Construction Cost Index as of December 2012, the computed escalation factor is calculated at 1.5%;

NOW THEREFORE, The Board of Trustees of the above titled district **FINDS, DECLARES, RESOLVES AND ORDERS** as follows:

1. Apply a 1.5% escalation factor to the FY 2012-13 rate of \$6.10 per square foot of living space, capped at 2,200 square feet per unit, for a FY 2013-14 rate of \$6.19 per square foot of living space, capped at 2,200 square feet per unit, for Community Facilities District No. 1.
2. Apply a 1.5% escalation factor to the FY 2012-13 rate of .4062 per square foot of living space, capped at 2,200 square feet per unit, for a FY 2013-14 rate of .4123 per square foot, capped at 2,200 square feet per unit, for Community Facilities District No. 2

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 18th day of June 2013, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President of the Board

ATTEST:

_____, Clerk

84.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Adoption of Resolution No.12/13.32
To Adjust Developer Fees per 2013 School Facility
Needs Analysis and Justification Study

AGENDA ITEM AREA:

Action

REQUESTED BY:

Heather Steer, Facilities Coordinator

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Restricted Facilities Fund 25

MEETING DATE:

June 18, 2013

ROLL CALL REQUIRED:

Yes

Based on meeting certain criteria set forth in Senate Bill 50, the District is authorized to collect residential developer fees over-and-above the Level I rate established by the State Allocation Board. This fee is commonly referred to as a Level II Fee. In order to qualify to collect Level II Fees, the District must annually complete a School Facility Needs Analysis and Justification Study (SFNA) and have it adopted by the Board of Trustees.

The 2013 SFNA calculates justification for the District to begin collecting Level II Fees of \$4.06 per square foot of conditioned living space for residential construction outside the boundaries of any existing Mello-Roos District.

Following the preceding Public Hearing, the Board of Trustees can adopt this resolution accepting the School Facility Fee Justification Report to increase Level II Fees.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt Resolution No. 12/13.32 to establish school facility fees in accordance with the provision of Senate Bill 50 and as justified in the attached School Facility Needs Analysis and Justification Study.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 12/13.32

**A RESOLUTION OF THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
ESTABLISHING SCHOOL FACILITY FEES IN
ACCORDANCE WITH THE PROVISIONS OF SENATE BILL 50**

WHEREAS, under Government Code Section 65995.5 which was enacted pursuant to Chapter 407, Statutes of 1998 ("Senate Bill 50" or "SB 50"), a school district's governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board; and

WHEREAS, the Western Placer Unified School District ("District") has undertaken a review of its eligibility to establish fees under the provisions of SB 50; and

WHEREAS, separate and apart from determining its eligibility to establish such fees, the District has prepared an analysis entitled "Facility Needs Analysis" dated April 2013 (the "Needs Analysis") in accordance with the provisions of SB 50; and

WHEREAS, the District seeks to establish fees in accordance with and under the authority of Senate Bill 50 for the purpose of funding the construction of school facilities made necessary by development within the District's boundaries; and

WHEREAS, the District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Government Code section 65995.5(b)(1); and

WHEREAS, the District has issued debt for capital outlay equal to at least 30% of its bonding capacity in accordance with the provisions of Government Code section 65995.5(b)(3)(C); and

WHEREAS, at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms in accordance with the provisions of Government Code section 65995.5(b)(3)(D); and

WHEREAS, in accordance with Government Code section 65995.5, a purpose of this Resolution is to declare the District's eligibility for, and to establish fees under the provisions of SB 50 consistent with the information and data set forth in the Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

Section 1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at its June 18, 2013 meeting at which oral and written presentations were made. Notice of the time and place of the public hearing, including a general explanation of the matter to be considered, has been published in a newspaper of general circulation in accordance with Government Code section 65995.6(d), and a notice, including a statement that the Needs Analysis required by Government Code section 65995.6 was available, was mailed at least 30 days prior to the public hearing to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. At least 30 days prior to the public hearing, the District

made available to the public in its Needs Analysis, data indicating the amount of the cost, or estimated cost, required to provide the facilities for which the fee is to be levied pursuant to this Resolution. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Needs Analysis along with the District's related facility planning documents (the "Plan") and along with other materials which formed the basis for the action taken pursuant to this Resolution.

Section 2. Findings. The Board has reviewed the provisions of the Needs Analysis and the Plan as they relate to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Needs Analysis and makes the following findings:

- (a) Enrollment at the various District schools is presently at or exceeding capacity.
- (b) Additional development projects within the District involving increases in habitable areas will increase the need for school facilities.
- (c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District.
- (d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs.
- (e) The fees proposed in the Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District.
- (f) The fees proposed in the Needs Analysis and levied pursuant to this Resolution will be used for the construction of school facilities and support facilities as identified in the Needs Analysis.
- (g) The uses of the fees proposed in the Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed.
- (h) The fees proposed in the Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed.
- (i) The fees proposed in the Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues.
- (j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule or in some instances, will be used to reimburse the District for expenditures previously made.

Section 3. Fee. Based upon the foregoing findings, the Board hereby establishes a new fee upon residential construction, to be known as the "Level II Fee", as follows:

(a) The Level II Fee for residential units is hereby established and set at the rate of \$4.06 per square foot of residential development.

(b) The Level II Fee shall be collected as a precondition to the issuance of any building permit for construction within the District's boundaries.

Section 4. Determination of Eligibility.

(a) The District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Education Code section 17071.10 et seq. and section 17071.75 et seq. along with Government Code section 65995.5(b)(1); and

(b) In accordance with the provisions of Government Code section 65995.5(b)(3)(C), the District has issued debt for capital outlay equal to at least 30% of its local bonding capacity.

(c) In accordance with the provisions of Government Code section 65995.5(b)(3)(D), at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms.

(d) The Board has reviewed the provisions of the Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the Needs Analysis meets the requirements of Government Code section 65995.6 and is a suitable basis for the establishment of Level II fees in accordance with the provisions of Government Code section 65995.5.

Section 5. Determination of "Level III Fee". In accordance with the provisions of Government Code section 65995.7, the District's Board is authorized to establish a fee in an amount higher than the Level II fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds and the State Allocation board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, the Level II fee shall be supplemented with an additional fee amount which when combined with the Level II fee shall be known as the "Level III Fee" as follows:

(a) The Level III Fee for residential development shall be \$8.12 per square foot of residential development.

(b) The Level III Fee shall be placed in effect immediately by action of the Superintendent, without any additional action by the Board other than the approval of this Resolution upon a determination by the Superintendent that the requirements of Government Code section 65995.7 as outlined above have been met.

Section 6. Fee Adjustments and Limitations. The fees established herewith shall be subject to the following:

(a) The District's Level II Fee (or the Level III Fee in the event it is implemented by the Superintendent) shall be effective for a period of one year following the adoption date of this Resolution as set forth below (the "Anniversary Date") and shall be reviewed on or before the Anniversary Date, and annually thereafter to determine if such fee is to be re-established or revised.

(b) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

(c) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a person and the District or any applicable city or county, after January 1, 1987 but before November 4, 1998 that requires payment of a fee, charge, or dedication for school facilities mitigation.

(d) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply to any construction that is not subject to a mitigation agreement such as described above, but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing such residential development after January 1, 1987 but before November 4, 1998. Any such construction shall be required to comply with such condition until January 1, 2000. On and after January 1, 2000, such construction shall be subject to the Level II Fee or the Level III Fee as applicable.

Section 7. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code §§53311, et seq.) and such other funding mechanisms as are authorized by Government Code section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 8. Implementation. For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 9. California Environmental Quality Act. The Board hereby finds that the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act (CEQA).

Section 10. Commencement Date. The Board orders that the fees established hereby shall take effect immediately.

Section 11. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution along with a map of the District's boundaries to the planning commission and city council of the City of Lincoln, the planning commission and board of supervisors of Placer County and to file a Notice of Exemption from the California Environmental Quality Act with the Placer County Clerk.

Section 12. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 18th day of June 2013, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President, Governing Board
Western Placer Unified School District

ATTEST:

Secretary, Governing Board
Western Placer Unified School District

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Ratification of Memorandum of Understanding
With WPTA regarding Compensation
To Attract and Retain High Quality School Nurses

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Scott Leaman, Superintendent &
Ryan Davis
Director of Human Services



ENCLOSURES:

MOU Dated 5/30/13

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

Special Board Meeting June 18, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The Western Placer Unified School District and the Western Placer Teachers Association have signed a Memorandum of Understanding regarding a modification to the compensation for School Nurses. After an exhaustive nearly year-long search to fill two vacant school nursing positions, during which time the District had to use outside contracted temporary nurses, the District began working with WPTA to adjust the starting compensation for school nurses in order to have the ability to attract and retain well qualified school nurses. The market for nursing is very competitive and highly paid in comparison to the school nurses who are placed on the teacher salary schedule. Further, Registered Nurses do not initially acquire a large number of units after their BA, as teachers do, due to the fact that nursing compensation in the medical industry does not necessarily require the additional units in order to increase compensation which puts nurses at a significant disadvantage on a teacher salary schedule. District Administration and WPTA believe that these modest changes will allow us to attract and retain well qualified nurses to provide essential services to our school and students.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Memorandum of Understanding between the Western Placer Unified School District and the Western Placer Teachers' Association.

MEMORANDUM OF UNDERSTANDING
Between the
WESTERN PLACER UNIFIED SCHOOL DISTRICT
And the
WESTERN PLACER TEACHER'S ASSOCIATION

May 30, 2013

WHEREAS, The Western Placer Unified School District ("WPUSD" or "District") had been engaged in a very lengthy process for hiring two new school nurses due to the very competitive market for school nurses and the significant difference in pay for nurses between the private sector and the public sector, the District and the Western Placer Teachers Association ("WPTA") have an interest in retaining our school nurses and being able to attract well qualified candidates in the future should additional vacancies occur; and

WHEREAS, The District had been contracting for nursing services with an outside contractor for an extended period of time, and wishes to retain well qualified nurses to be regular employees of the District; and

WHEREAS, WPUSD and WPTA have had previous discussions regarding this topic and WPTA and WPUSD both desire to make necessary modifications to the language surrounding Salary and Work Year to the Collective Bargaining Agreement between the Parties ("CBA") as it relates to school nurses and wish to memorialize those changes in an agreement.

NOW, THEREFORE WPUSD AND WPTA AGREE AS FOLLOWS:

1. WPUSD and WPTA would like to make some modifications to the CBA. The modifications are as follows:
 - a. The CBA in the Salary Article XIII would be modified to read as follows in a new Section and paragraph G(3): "WPTA members serving as school nurses will start at no less than Column E Step 6 on the certificated salary schedule. School nurses will also be required to work an additional 15 days outside of the normal 183 day work year which shall be paid at their per diem rate."
 - b. The CBA in the Salary Article XIII would also be modified to read as follows in a new Section and Paragraph E(1)(a): "New nurses entering Western Placer Unified School District system will receive full credit for each year of experience working as a school nurse requiring a school nurse credential for up to fourteen (14) years of service."
2. Due to the unique circumstances related to finding and retaining well qualified school nurses, the modification in pay related to this Agreement shall be retroactive to the start date of each of the current school nurses and they will be required to work a prorated

number of additional days as described in paragraph 1(a) prior to June 30, 2013. This Agreement establishes no past practice or precedent between the parties and shall not alter the terms of the current Collective Bargaining Agreement except as expressly stated above.

3. In the event any term of this MOU shall, to any extent, be found to be invalid or unenforceable, the remainder of this MOU shall remain valid and enforceable.
4. This MOU shall be governed by and controlled in accordance with the laws of the State of California.
5. The MOU is contingent and shall become effective upon approval by Western Placer Teachers Association as evidenced by the signature of the WPTA and WPUSD designees below and by ratification of the Western Placer Unified School District Board of Trustees.


Dated: 5/30/13

For the District:


Ryan Davis, Director of Human Services

Dated: 5-30-13

For WPTA


Jennifer Chandel, Chief Negotiator

WESTERN PLACER UNIFIED SCHOOL DISTRICT

2012/2013 CERTIFICATED SALARY SCHEDULE*

STEP	A AB + 0	B AB + 15	C Credential OR AB + 30	D AB + 45 MA + 0	E AB + 60 MA + 15	F AB + 75 MA + 30	STEP
1	33,631	36,507	41,930	42,722	45,244	47,321	1
2			43,398	44,324	46,940	49,214	2
3			44,917	45,987	48,701	51,182	3
4			46,489	47,711	50,527	53,230	4
5				49,501	52,422	55,358	5
6				51,357	54,387	57,573	6
7				53,282	56,427	59,876	7
8				55,281	58,543	62,271	8
9					60,738	64,762	9
10					63,016	67,352	10
11						70,047	11
12						72,848	12
13						73,504	13
14						74,165	14
15						74,833	15
16						75,506	16
17						76,186	17
18						76,872	18
19						77,563	19
20						78,262	20
21						79,044	21
22						79,835	22
23						80,633	23
24						82,867	24

MASTER STIPEND IS 2.5% OF F-1

1,183

ASSIGNMENT - HOURLY

C-1 Placement, Daily Rate = \$236.90

\$236.90 daily rate divided by 7.5 hours = \$31.59 hourly rate.

*2012-2013 Salary Schedule reflects 6 furlough days per MOU dated February 28, 2012

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

WPUSD Student Wellness Committee -
Updates and Approval of 2012-13 & 2013-14
Student Wellness Policy Goals and Assessments

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

District

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 18, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

During a past audit by the California Department of Education, Nutrition Services Division, the Nutrition Services Department received a comment revolved around the formation of a Student Wellness Committee to provide oversight as the new national food regulations are rolled out over the next two years. This past spring the committee was established. Membership includes the Deputy Superintendent of Educational Services Assistant Superintendent of Business and Operations, the Director of Food Services, board members, teachers, district nurses, staff and students from school sites as well as community representation. A listing of current members is attached. The charge of the committee will be to update the wellness board policy, assure the policy is implemented district-wide along with developing short term and long term goals.

The board policy was updated in April 2012. The committee met in April and May 2013 and reviewed the current committee goals and established goals for the 2013-14 school year.

As part of WPUSD board policy 5030 – Students, the school health council or committee shall assist with policy development and advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charges may include planning and implementing activities to promote health within the school or community. The policy also includes nutrition education and physical activity goals. The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate.

RECOMMENDATION:

Staff recommends the Board of Trustees adopted the Student Wellness Policy Goals and Assessments for 2012-13 and 2013-14.

8.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

2012-13 Student Wellness Committee Membership

<u>Name</u>	<u>Position</u>
Mary Boyle	Deputy Superintendent Educational Services
Audrey Kilpatrick	Assistant Superintendent Business Services
Jeff Dardis	Director, Food Services
Kris Wyatt	Board of Trustees President
Mary Lou Resendes	LHS Counselor
Eric Souto	TBES Teacher; PFT Coordinator
Liz Tofft	Food Services
Sara Hodgen, R.N.	District School Nurse
Jessica Rogers, R.N.	District School Nurse
Conni London	TBES Teacher
Jillian Loya	LHS Student
Jenneth Zamora	LHS Student
Vacant	Parent
Vacant	School Psychologist
Vacant	Administrator

Western Placer Unified School District

Student Wellness Policy Goals & Assessments 2012 – 2013 & 2013-14

Student Wellness Policy Committee Goals	Year of Implementation Y1 = 2012-13 Y2 = 2013-14 Y3 = 2014-15	Fully in Place X	Partially in Place X	Not in Place List steps to meet implementation deadline; list challenges/barriers to implementation
1. Solicit committee participation to represent the various areas of our school district. Areas to solicit will include: Food & Nutrition Services, PE, Board Members, Teachers, School Nurse, Principals, Administration, Students, Parents, and/or others interested in school health issues.	Y1	X		
2. Orient the committee through: introductions, why they want to participate, the benefits of student wellness, review of current student wellness policy, changes in student wellness and in the school meal program, the role of the committee, frequency and time of meetings, and upcoming activities for the committee (assessment, goal setting, outreach to the public).	Y1	X		
3. Assess gaps between current policy and implementation at the school sites.	Y1	X		

Student Wellness Policy Committee Goals	Year of Implementation Y1 = 2012-13 Y2 = 2013-14 Y3 = 2014-15	Fully in Place X	Partially in Place X	Not in Place List steps to meet implementation deadline; list challenges/barriers to implementation
4. Assess nutrition and physical activity promotional efforts in school newsletters, the cafeteria, and throughout the school.	Y1		X	<p>Steps:</p> <ul style="list-style-type: none"> Encourage classroom healthy and non-food rewards Promote examples of family activities and nutrition through school websites and mailings <p>Challenges:</p> <ul style="list-style-type: none"> Participation needs to be district-wide
5. Solicit student involvement in planning menus or selecting foods/beverages choices through survey assessments.	Y2			<p>X</p> <p>Steps:</p> <ul style="list-style-type: none"> Student surveys will be developed and provided in the 2013-14 school year. <p>Challenges:</p> <ul style="list-style-type: none"> Popular choice (non-healthy) vs. healthy choices Participation district-wide
6. Healthy messaging to staff, students, families and the community	Y2			<p>X</p> <p>Steps:</p> <ul style="list-style-type: none"> Website, newsletters, email communication Ensure all food and beverage advertising (vending machines, school stores, etc.) displays healthy messaging. <p>Challenges:</p> <ul style="list-style-type: none"> Non-technology community/households

Student Wellness Policy Committee Goals	Year of Implementation Y1 = 2012-13 Y2 = 2013-14 Y3 = 2014-15	Fully in Place X	Partially in Place X	Not in Place List steps to meet implementation deadline; list challenges/barriers to implementation
7. Assess the areas of nutrition education and physical activity to establish goals and policy implementation.	Y1		X	<p>Steps:</p> <ul style="list-style-type: none"> • Nutrition & physical activity promotion efforts will be developed • Review and strengthen curriculum • Create culture of physical activity/fitness • Middle school / High school mentoring program – pending grant approval • <i>Zebra Tales</i> on-line LHS newspaper – communication tool <p>Challenges:</p> <ul style="list-style-type: none"> • Creating culture may take time • Cooperation from all staff/students/parents

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Approval of Job Description -
Business Administrative Assistant

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of Business &
Operations

ENCLOSURES:

Included

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 18, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The Business Administrative Assistant position became vacant in December 2012. The position has remained unfilled. A review was performed of the job duties and responsibilities on the current job description and other needs in the Business Services and Facilities departments. Based on the results of that review, the reassignment of specific job duties and the need to increased support in the Facilities department, the job description has been revised.

RECOMMENDATION:

Administration recommends the Board approve the Business Administrative Assistant job description.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **BUSINESS ADMINISTRATIVE ASSISTANT**
Department: Business Office
Reports to: Assistant Superintendent, Business Services and Operations

SUMMARY:

Under direction of the Assistant Superintendent of Business Services and Operations and is responsible for confidential information and records in the areas of negotiations.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Performs administrative, technical and clerical duties
- Prepares board meeting agenda items for Business Services and Personnel and Facilities departments
- Receives all incoming developer fee payments, issues Certificates of Compliance and tracks fees collected within complex database
- Prepares Developer Fee Report for submission to Placer County Tax Assessor's Office
- Provides department back up for issuance of bus passes
- Provides department back up for receiving Free and Reduced meal applications
- ~~Coordinates workers compensation claims with the third party administrator and employees~~
- ~~Coordinates retiree benefits between the employee, the district and Schools Insurance Group~~
- Assists with budget transfers, annual budget development process, and preparation of Adopted Budget document and preparation/scheduling for annual independent audit
- Assists in accounting duties such as; processing invoice payments, input purchase order requests and maintaining current budget reports for Facilities projects
- ~~Prepares local, State and Federal reports as necessary. Prepares monthly warrant report for the Board.~~
- ~~Responsible for preparation of annual CBEDS enrollment report~~
- Assists with data entry for State reports, including CSIS and CalPADSCal PADS and facility project financial reporting to Office of Public School Construction (OPSC)
- Coordinates attendance-District oversight data collection with Horizon Charter School
- Prepares letters, reports, bulletins, agendas, memoranda; may compose independently (or from oral instructions)
- ~~Maintains files and records; compiles and prepares reports, maintains and secures signed district contracts.~~
- Operates office equipment, including adding machines, copiers, as well as all Microsoft Office software and certain district-specific software programs
- Keeps inventory of department supplies, property and purchase orders, coordinates orders
- Coordinates appointment calendar for Business Services Department conference room
- Arranges group meetings, coordinates schedules with outside agencies and district personnel; assists with district Staff Development Day.
- Coordinates correspondence with Schools Insurance Group, CDE, and PCOE for Business Services department.
- Converses with and furnishes information to outside agencies, principals, and other personnel throughout the district at all levels and with the public in general
- Provides support to Director of Business and Assistant Superintendent of Business Services and Operations throughout the employee bargaining process
- ~~Prints and distributes purchase orders.~~
- Maintains District's fixed asset inventory control

- Prepares, distribute, collects and maintains semi-annual time certifications for federally-funded employees
- Other duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION and/or EXPERIENCE:

Bachelor's degree in a related field, plus two years experience preferred.

OTHER SKILLS and ABILITIES:

Knowledge of office procedures and practices, including filing systems, receptionist and telephone techniques, letter and report writing, and sound record keeping procedures; proficient in Microsoft Office applications, English usage, spelling, grammar and punctuation; ability to operate common office machines including personal computers, facsimile machines and printers. Ability to interpret and apply pertinent school district procedures, policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations. Compose routine correspondence independently; perform responsible clerical work with accuracy and speed. Make arithmetical calculations quickly and accurately. Meet the public tactfully and courteously and answer questions correctly. Compile and maintain accurate records and files. Understand and carry out oral and written directions, establish and maintain cooperative relationships with those contacted in the course of work.

CONFIDENTIAL STATUS:

Cases or confidential district matters are not to be discussed by the Administrative Assistant under any circumstances outside of the District office. Infringement of the above policy may result in immediate dismissal.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, government and education codes, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff, and students.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to create and interpret graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed written, oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand and walk. Occasionally the employee will type for long periods of time. Specific vision abilities required by this job include close vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet. The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (.A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
<ol style="list-style-type: none">1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students2. Foster a safe, caring environment where individual differences are valued and respected.3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.5. Promote student health and nutrition in order to enhance readiness for learning.	

SUBJECT:

Local Educational Area Plan (LEAP)

REQUESTED BY:

Mary Boyle

DEPARTMENT:

INPUT/SOURCE:

Educational Services

MEETING DATE:

June 18, 2013

AGENDA ITEM AREA:

Action

ENCLOSURES:

Annual Revision – LEAP

FINANCIAL

Requirement for Federal
Funding

ROLL CALL REQUIRED:

No

BACKGROUND:

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: ALL students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

WPUSD established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. As we have had no further update from CDE, we are extending our LEAP Plan for another year, through June 30, 2014. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Federal Program Monitoring – FPM (formerly CPM – Categorical Program Review; formerly CCR -Coordinated Compliance Review), a district review of categorical programs and expenditures. WPUSD progress is excellent in all areas; progress needs to continue in the areas of ALL students showing proficiency in ELA and Math STAR testing (District - Title I Year 1 Program Improvement/PI) and EL students achieving proficiency in English Language Arts on STAR testing (District - Title III Year 4 PI). (Currently, CDE lists 72% <697 of 958> of CA school districts as being in some

form of program improvement status.) Title I and Title III Addenda are current and do not need additional approval at this time..

ADMINISTRATION RECOMMENDATION:

Approval of revised Revised Local Educational Area Plan (LEAP).

No Child Left Behind Act of 2001
June 18, 2013
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): Western Placer Unified School District

County/District Code: 31-66951

Dates of Plan Duration: July 1, 2008 to June 30, 2013 ; July 1, 2013 – June 30, 2014

Date of local governing board approval: June 17, 2003 (original plan); June 18, 2013 (latest update)

District Superintendent: Scott Leaman

Address: 600 6th Street, Suite 400

City: Lincoln, CA

Zip code: 95648

Phone: 916-645-6350

Fax: 916-645-6356

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman

6/18/13



Printed or typed name of Superintendent

Date

Signature of Superintendent

Kris Wyatt

6/18/13

Printed or typed name of Board President

Date

Signature of Board President

TABLE OF CONTENTS

TOPIC

Part I – Background and Overview

<i>Background.....</i>	<i>4</i>
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process.....</i>	<i>5-6</i>
<i>Federal and State Programs Checklist.....</i>	<i>7</i>
<i>District Budget for Federal and State Programs.....</i>	<i>8 - 9</i>

Part II – The Plan

<i>Needs Assessments & SMART Goals.....</i>	<i>10- 20</i>
<i>Descriptions – District Planning</i>	
<i>Local Measures of Student Performance</i>	
<i>Performance Goal 1.....</i>	<i>18</i>
<i>Performance Goal 2.....</i>	<i>26</i>
<i>Performance Goal 3.....</i>	<i>34</i>
<i>Performance Goal 4.....</i>	<i>41</i>
<i>Performance Goal 5</i>	<i>54</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>58</i>

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

<i>Assurances</i>	60
<i>Signature Page</i>	69

APPENDICES –

<i>Appendix A – NCLB Goals and Performance Indicators</i>	70
<i>Appendix B – Link to CDE Websites</i>	
<i>Appendix C – Scientifically Based Programs</i>	
<i>Appendix D – Research-Based Activities</i>	
<i>Appendix E – Promising Programs</i>	
<i>Appendix F – Site SMART Goals</i>	

Part I

Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics**
3. **By 2005-2006, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact

Descriptions of the Consolidated Application, the Local Education Agency Plan, Single Plans for Student Achievement, and the Categorical Program Review Process.

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain *programmatic* requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA – Site Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the plan ended June, 2008, CDE advises all LEA's to continue to update LEAP plans pending reauthorization or changes to NCLB.)**

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A	✓	EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	Career Technical Education		Tenth Grade Counseling
✓	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2011 - 2012 District Carryovers	2012 - 2013 District Entitlements	2012 - 2013 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
Title I, Part A (3010)	\$10,009	\$955,046	\$737,891	77%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality (4035)	\$31,129	\$108,387	\$92,976	67%
Title II, Part D, Enhancing Education Through Technology (4045)				
Title III, Limited English Proficient (4203)	\$40,471	\$73,228	\$73,526	62%
Title III, Immigrants (4201)				
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)	\$4,323	\$0	\$0	0%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education – TPP (3410)	\$0	\$48,322	\$45,022	93%
Career Technical Education (3550)	\$0	\$44,588	\$41,543	93%
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)	\$0	\$1,031,994	\$961,515	93%
21 st Century Community Learning Centers (4124)				
Other (describe) Title VI Innovation (4110)				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2011 -12 District Carryovers	2012-13 District Entitlements	2012-13 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)	\$114,606	\$616,695	\$591,159	81%
State Migrant Education				
School Improvement (0395)	\$77,578	\$260,458	\$143,427	42%
Child Development Programs	\$0	\$228,380	\$195,353	86%
Educational Equity				
Gifted and Talented Education (0140)	\$4,306	\$39,606	\$4,306	10%
Tobacco Use Prevention Education – (Prop. 99) (6660)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (0405)	\$17,553	\$64,148	\$58,568	91%
Tenth Grade Counseling (7375)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				

- Tier III Flexibility eliminates reporting requirements; some of these funds were swept through Tier III flexibility.

Part II

The Plan

For a complete set of needs assessments and the SMART Goals (Specific Measurable Attainable Results-Oriented and Timely) for each site to improve student achievement, including specific actions to improve educational practice, timelines, related expenditures, costs, and funding sources, see each school's Single Plan for Student Achievement (SPSA), updated, and approved by the Board of Trustees on November 6, 2012 and available on the district's website.

SPSA Site Plan Goals

<i>GOAL</i>	Creekside Oaks	Carlin Coppin	First Street	Foskett Ranch	Lincoln Crossing Sheridan	Twelve Bridges El	Twelve Bridges El	Glen Edwards	Lincoln High	Phoenix High
Provide intervention and enrichment services	X	X	X	X	X X	X	X	X	X	X
Improve parent communication/family involvement	X	X	X	X	X X	X	X	X	X	X
Meet AYP targets through increased student achievement	X	X	X	X	X X	X	X	X	X	X
Prepare students to pass CAHSEE									X	X
Improve performance in math	X	X	X	X	X X	X	X	X	X	X
Improve performance in language arts and reading	X	X	X	X	X X	X	X	X	X	X
Improve achievement of students in significant subgroups	X	X	X	X	X X	X	X	X	X	X
Improve students' technology skills	X	X	X	X	X X	X	X	X	X	X
Provide supplies and materials	X	X	X	X	X X	X	X	X	X	X
Professional development	X	X	X	X	X X	X	X	X	X	X
Standards-based instruction and technology	X	X	X	X	X X	X	X	X	X	X
Collaboration amongst teachers	X	X	X	X	X X	X	X	X	X	X

Descriptions – District Planning

Information from school site plans was used to assist in planning the goals in this document. Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Vision Statement

Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

District Profile

The greater Lincoln area is served with Pre-Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. The district has increased from 2,800 students in 1993 to over 6500 in 2012/13. The student body in Western Placer Schools is approximately 62% Caucasian, 26% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 34% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff

We are very proud of the staff members that make up the Western Placer Unified School District. Each person plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn. A focus in the past four years has been on professional development in and implementation of Professional Learning Communities (PLC's) to facilitate instruction and learning. This year, most staff additionally participated in professional development focused on the new Common Core State Standards.

Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

Statewide Standards

- ☒ Yes ☐ No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

- ☒ Yes ☐ No a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.
- ☒ Yes ☐ No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.
- ☒ Yes ☐ No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.
- ☒ Yes ☐ No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

Statewide Accountability

- ☒ Yes ☐ No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

2. Local Measures of Student Performance

(other than State-level assessments)

Local Standards-based Assessments

☒ Yes ☐ No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.

☒ Yes ☐ No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.

☒ Yes ☐ No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.

☒ Yes ☐ No d. Student achievement information is used to revise instruction and programs.

☒ Yes ☐ No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

☒ Yes ☐ No a. The district will use the results of the student standards-based assessments to review annually the progress of each school.

☒ Yes ☐ No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. (First Street School, Glen Edward Middle School and Creekside Oaks Elementary School.)

☒ Yes ☐ No c. The district provides the required public school choice and supplemental services in Program Improvement schools.

☒ Yes ☐ No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Local Measures of Student Performance

The district gives the following local assessments :

1. Reading

Students participating in assessment	Houghton Mifflin Skills Assessments			District Trimester ELA Assessments		
	Date : 11/12	Date : 3/13	Date : 5/13	Date : 11/12	Date : 3/13	Date : 5/13
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The District Trimester Assessments are tests are district-developed tests that are aligned with State Standards and the District Pacing Guide, and which provide formative assessments in fluency, word recognition, spelling, checking skills and writing each trimester. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required District measures are being tracked through the OARS (Online Assessment Reporting System).

The district gives the following local assessments :

2. Mathematics

Students participating in assessment	HSP CA Math Chapter Tests			District Trimester Mathematics Assessments		
	Date : 11/12	Date : 3/13	Date : 5/13	Date : 11/12	Date : 3/13	Date : 5/13
All Students	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)
Student Groups						
K	100%	100%	100%	100%	100%	100%
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The CA HSP Math Chapter Tests and the District Trimester Mathematics Assessments are aligned with the California Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM) may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System). Kindergarten uses monthly assessments through the ESGI (Educational Software for Guiding Instruction) system for both English Language Arts and Mathematics.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

Reading is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based on Teaching Profession Standards</p> <p>b) All instructional materials are aligned with 1997 CA State Standards – align with new Common Core</p> <p>c) All new teachers participate in BTSA</p> <p>d) Training in Curriculum Pacing/Assessment Guides</p> <p>e) Professional Development on Common Core State Standards</p> <p>f) Use of Standards-aligned report card at elementary levels – revise to align with Common Core</p> <p>g) Implementation/Annual Revision of Pacing Guides at ALL levels for Reading/ELA</p> <p>h) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin., Peer Coach, Tchrs</p> <p>c) Director of Human Resources</p> <p>d) Dept Supt. Peer Coach, Interven Specialist</p> <p>e) Dpty Supt of Ed Serv</p> <p>f) All g/h) Principals/ Dpty Supt of Ed Serv/ Lead Tchrs</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) Staff development</p> <p>f) None</p> <p>g/h) Time to write/edit/ OARS</p>	<p>a) None</p> <p>b) \$100,000</p> <p>c) \$35,000</p> <p>d) None</p> <p>e) \$50,000</p> <p>f) \$5,000</p> <p>g/h) \$5000</p>	<p>a) N/A</p> <p>b) IMF/Lottery/Textbook Reserve</p> <p>c) County BTSA funds/PAR</p> <p>d/e/f/g/h) District Prof Dev Block Grant; CCSS Funding</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) CCSS will be posted in classrooms</p> <p>d) Full implementation of PLC's for best first instruction/intervention</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p> <p>d) Principals/ Dpty Supt of Ed Serv/ Teachers</p>	<p>a) Cost of inst.materials</p> <p>b) None</p> <p>c) None</p> <p>d) Scheduling</p>	<p>a) \$100,000</p> <p>b) None</p> <p>c) \$2000</p> <p>d) None</p>	<p>a) IMF/Lottery/Textbook/CCSS Funds</p> <p>b) N/A</p> <p>c) District</p> <p>d) None</p>

8.9.19

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for special education students with ESY in IEP's b) After-School programs of two or three hours in place at many sites c) New Schedule for increased credits at high school d) PCOE CARE Programs at GEMS and LHS e) CARE After-School Program f) Increased in-class interventions & monitoring g) Implementation of PLC's/Timely & Specific Interventions	a) District b) District/Sites c) Lincoln High School d) District e) District f/g) Principals/Teachers	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program f/g)Scheduling costs; ISP support staff	a) \$50,000 b) \$200,000 c) None d) \$20,000 e) \$18,000 f/g) \$140,000	a) Hourly programs b) Grants/T1/EIA c) None d) Shared ADA e) Grants f/g) EIA; Title I
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan/Site Tech Trainer workshops d) Internet available in all classrooms e) Online learning for credit recovery at high schools f) Enhanced internet connectivity; update computer labs	a) Sites b) District c) District d) District e) Dept Supt Ed Ser f) Dir of Tech	a) Cost of software b) Cost of courses c) None d) Cost of connection e) Cost of program f) Fiber; hardware	a) \$20,000 b) \$2,000 c) N/A d) \$10,000 e) \$40,000 f) \$100,000	a) Site funds b) Staff Dev c) EETT d/e) District f) General funds & SBAC \$\$
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Inservice in English Language Arts/Differentiated Instruction b) New teachers participate in BTSA c) County-wide workshops attended by staff d) Training/ Implementation of PLC's e) Intensive PD in CCSS	a) Sites b) Teachers c) PCOE/District d/e) District/Site Admin	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance d) Scheduling during day – including Early Release Days/other e) Summer/After School/Release w/Subs	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000 e) \$50000	a) District & Title II b) District c) District & Title II d) District e) Prof Dev & Title II & SLIG/CCSS\$

8.9.20

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School-Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) SLIG/District e) District/Site	
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) After school intervention at most sites d) Implementation of ECAT Team	a) Site/Teachers b) Site c) District/Teachers d) Dir Sp Ed/Psychs	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) \$300,000 b) \$5,000 c) \$200,000 d) \$50,000	a) Title I/SIP b) Site c) State/Federal d) Dist/State/ Fed
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) Monthly Monitoring of Progress through OARS - Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data h) Principal Monitoring of Bi-Monthly PLC's & Data Discussions	a) District/Site b) Site/State c) District/Site d) Site e) Site State/District/Site f) Evaluators g) Placer County Childrens Systems g) Principals - Monthly	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants h) None	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None h) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants h) None

8.9.21

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I reading interventions for students below grade level b) Summer school for special education students with ESY in IEP's c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in during/after school intervention programs e) Special Education students served through program f) Effective PLC's (grade level/departmental) to address learning needs in timely manner 10. Any additional services tied to student academic needs: a) District has implemented new Educationally Related Mental Health (ERMH) services, has expanded its number of School Psychologists, and has created a Mental Health Specialist position to support students emotionally and academically.	a) Site b) District c) Site d) District/Site e) District/Site f) Principals/Teachers	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits f) Intervention materials	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000 f) \$20,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District f) Lottery

8.9.22

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards and are transitioning to CCSS – Identification of CCSS Essential Standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Use of Standards-aligned report card at elementary levels; align to new CCSS</p> <p>e) Full implementation of PLC's to address best first instruction & intervention</p> <p>f) Implementation of Pacing Guides at ALL levels for Mathematics</p> <p>g) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) All</p> <p>e) Principals/ Teachers</p> <p>f/g) Principals/ Dpty Supt of Ed Serv/ Lead Teachers</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) None</p> <p>f) None</p> <p>g) Time to write/edit/ OARS</p>	<p>a) None</p> <p>b) \$25,000</p> <p>c) \$35,000</p> <p>d) \$5,000</p> <p>e) None</p> <p>f) None</p> <p>g) \$5000</p>	<p>a) N/A</p> <p>b) Professional Development</p> <p>c) County BTSA funds/ PAR</p> <p>d) None</p> <p>e) None</p> <p>f) None</p> <p>g) Staff Develop</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District to purchase state adopted materials K-8 or materials aligned with CCSS 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) State standards will be posted in classrooms</p> <p>d) Full implementation of PLC's for best first instruction/intervention</p> <p>e) Identification and implementation of intervention math materials/curricula</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p> <p>d) Principals/ Dpty Supt of Ed Serv/ Teachers</p> <p>e) Dpty Supt Ed Serv/ Principals/ Teachers</p>	<p>a) Cost of inst. materials</p> <p>b) None</p> <p>c) None</p> <p>d) Scheduling</p> <p>e) Cost of materials</p>	<p>a) \$150,000</p> <p>b) None</p> <p>c) \$500</p> <p>d) None</p> <p>e) \$20,000</p>	<p>a) IMF/Lottery/ Textbook Reserve/CCSS \$</p> <p>b) N/A</p> <p>c) District</p> <p>d) None</p> <p>e) Lottery/ IMFRP</p>

8.9.23

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all special education students with ESY in IEP's b) After-School programs of two or three hours in place at most sites c) New 4X4 A/B block schedule for increased credits at Lincoln High School d) Increased in-class interventions & monitoring e) Implementation of PLC's/Timely & Specific Interventions	a) District b) District/Sites c) Lincoln High School d/e) Principals/Teachers	a) Cost of program b) Cost of program c) Cost of program d/e)Scheduling costs; ISP support staff	a) \$125,000 b) \$500,000 c) None d/e) \$50,000	a) Hourly programs b) Grants c) None d/e) EIA; Title I
4. Increased access to technology: a) Students use Accelerated Math program for K-8 b) CTAP courses offered c) District Technology plan d) Internet available in all classrooms e) Online learning for credit recovery at high schools	a) Sites b) District c) District d) District e) Dpty Supt Ed Ser	a) Cost of software b) Cost of courses c) None d) Cost of connection e) Cost of program	a) \$20,000 b) \$2,000 c) N/A d) \$10,000 e) \$40,000	a) Site funds b) Staff Dev c) EETT d/e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers participate in PD re new CCSS Math materials b) New teachers participate in BTSA c) County-wide/district CCSS Math workshops attended by staff d) Training/Implementation in PLC's & CCSS	a) Sites b) Teachers c) PCOE/District d) Dpty Supt Ed Ser	a) Paid attendance b) Stipends c) Paid attendance d) Scheduling during day – including Early Release Days/other	a) \$15,000 b) \$35,000 c) \$5,000 d) \$25,000	a) District b) District c) District d) Title II, Prof Dev Block Grant, SLIG

89.24

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) \$2000 e) \$2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 monies available to sites b) After school interventions for students who haven't passed CAHSEE c) After school intervention at most sites	a) Site/Teachers b) Site c) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program	a) \$300,000 b) \$5,000 c) \$260,000	a) Title I/SIP b) Site c) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) OARS – Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data h) Principal Monitoring of Bi-Monthly PLC's & Data Discussions	a) District/Site b) Site/State c) District/Site d) Site e) State/District/Site f) Evaluators g) Placer County Childrens Systems h) Principals	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants h) None	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None h) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants h) N/A

8.9.25

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I interventions for students below grade level b) Summer school for students in special education with ESY on IEP's c) High School students who have not passed CAHSEE participate in intervention programs d) Students participate in after school intervention programs e) Special Education students served through program f) Effective PLC's (grade level/departmental) to address learning needs in timely manner	a) Site b) District c) Site d) District/Site e) District/Site f) Principals/Teachers	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits f) Materials	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000 f) \$20,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District f) Lottery

8.9.26

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 31116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards.</p> <p>b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading.</p> <p>c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council.</p> <p>d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.</p>

8.9.27

Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>a) The district has adopted Houghton Mifflin Reading & Medallions in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy.</p> <p>b.) Intervention materials have been purchased for grades 2-5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading.</p> <p>c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure student achievement growth over time.</p> <p>d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ("C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner.</p> <p>e) GLAD Training has been provided to over 65 teachers (K - 8) during the 2006 - 2007, the 2007 - 2008, 2008 - 2009, and 2010 - 11 school years to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009 and in 2010 - 2011.</p> <p>f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 - 2007 and the 2007 - 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6-12 were offered during 2008 - 2009. Medallions inservices in 2010 - 2011.</p> <p>g) A district wide data-base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.</p>
---------------------	---	---

	<p data-bbox="300 105 332 1050">Description of how the LEA is meeting or plans to meet this requirement.</p>
<p data-bbox="373 1869 893 1911">Required Activities</p>	<p data-bbox="373 1428 552 1806">3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul data-bbox="560 1081 917 1753" style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.
	<p data-bbox="373 105 1169 1050"> a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007. b) Teachers received training in programs and in <i>Houghton Mifflin</i> and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07). c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop. Upwards of 200 teachers attended two-day DuFours PLC workshops. d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008. e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests. f) In 2013/14, PD in CCSS for ELA/ELD will continue for all K/12 core teachers. </p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	<p>If yes, describe:</p> <p>Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruct</p>
----------------------	---	------------------	---

8-9-30

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
5. Provide -- a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.		Yes or No Yes	If yes, describe: A focused summer program focusing on ELD has been offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Students referred to Student Success Teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

		Description of how the LEA is meeting or plans to meet this requirement.	
		Yes or No Yes	If yes, describe:
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes have been offered at four sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes. A District FREP Celebration is held each spring for newly reclassified students.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs. 	Yes	If yes, describe: The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided. Additional Houghton Mifflin ELD program components, “Frames for Fluency” (oral language development) and Kate Kinsella materials have been implemented.
	10. Other activities consistent with Title III.	Yes	If yes, describe: Through Title III and CCSS funding, the district will provide staff development in the CCSS ELD Standards. The ADEPT test is being used to monitor student progress on English Language skills.

8.9.32

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction. See above as well as regular progress reports of academic progress. Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver. The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals. Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards. The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification. The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.

Required Activity

8.9.32

	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>
	<p>The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.</p>
	<p>The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.</p>
	<p>The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).</p>

8-9-34

Performance Goal 3: By 2007 – 2008, all students will be taught by highly qualified teachers. (WPUSD has nearly met this requirement - target date reflects original legislation requirements.)

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>As of the beginning of the 2012/13 school year all our teachers but 1 have met the requirement of "highly qualified" according to the federal definition, with 2 additional teachers teaching one period each out of HQT compliance.</p> <p>All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English.</p> <p>As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so.</p> <p>25% of the teaching staff have a master's degree.</p> <p>100% of the administrative staff have a masters or doctorate degree</p>	<p>Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered every other year and will be available again in 2013/14. The addition of an Intervention Program Specialist (including ELD) has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and 09/10 and 10/11. One teacher needs to meet HQT requirements; 2 additional teachers need HQT compliance for one period each of their assignment.</p> <p>Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional</p>

8.9.35

Learning Communities (PLC's). Over 230 teachers have attended DuFours PLC workshops in 2009-10, 2010-11, & 2011-12. Over 200 teachers attended CCSS workshops in 2012/13.

Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance.

At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.

Planned Improvements for Professional Development (Title II)

Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA. CCSS Workshop Series which was begun in 2012/13 will continue into 2013/14 with core teachers targeted for involvement.</p>	District/teachers	Salaries for BTSA support provider; cost of workshops, subscriptions, stipends	\$75,000	Title II/ BTSA
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups – with a focus on PLC's. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.</p> <p>Teachers encouraged to attend District Love & Logic Series 13/14</p>	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	\$6,000	PAR/District
			\$10,000	Staff Dev Block/ ERMH

89.37

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of underperforming students. 2013 CAHSEE results show dramatic narrowing of the achievement gap.</p>	Principals/teachers/ District	Cost of BTSA and other staff development efforts	\$100,000	Title II/ BTSA/ PD/CCSS Funds
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Best first instruction, intervention practices, using data to improve instruction, PLC's, CCSS, classroom management, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	District	Cost of training	\$100,000	Title I/ School Library Improvement Grant/ Title II/ PAR/ PD Funds

8938

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development will focus on CCSS for ELA, ELD and Mathematics, PLC's, RTI, PBIS, and classroom management. Both teachers, paraeducators and administrators will participate.</p>	District	None	N/A	N/A
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>N/A as Technology funds through Title II Part D are no longer available. However, the District will continue its commitment to Site Tech Trainers through other funding, providing fall and spring technology workshops at all sites and continuous tech support to staff.</p>	District/ Director of Technology	Cost of training	None	Title II A & PD Grant funding

8.9.39

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will continue with its implementation of the goals of the three-year District Technology Plan which was approved in Spring, 2009 and updated in 2012. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.</p>	District/Technology coordinator	Cost of training	\$12,000	Title II/ District Professional Development Block Grant
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, the DAS (District Assessment Survey) was used. Information from this section will be updated at each annual renewal.</p>	District Staff	None	None	N/A

8940

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction were offered during 2010/11 and 2011/12 and GATE Certification will be available again in 2013/14. Additional training in use of intervention programs, materials and strategies will be offered, as well as CCSS.</p>	District	Cost of training	\$100,000	Title II A/ Staff Development Block Grant/CCSS funds
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.</p>	N/A	N/A	N/A	N/A

2.9.41

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Clerks. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse Counseling and Family Resource Center 6. Interns from California State University, Sacramento on select campus sites. 7. Expanded counseling staff at high school. 8. Implementation of PBIS (Positive Behavior Intervention Supports) and BEST strategies to support schoolwide behavioral expectations. 9. Suspension and expulsion rates have been dramatically reduced. 10. Attendance rates are 95.5% district-wide. 	<ol style="list-style-type: none"> 1. The district has a need to continue to provide professional development to teachers regarding reaching intentional non-learners and other disenfranchised students. 2. Each site needs to monitor its efforts regarding implementation of internet safety curriculum. 3. Each site needs to continue its efforts of school-wide behavior programs to continue to reduce suspensions and expulsions. 4. Each site needs to continue to fully implement the new positive attendance programs initiated in 2011/12. 5. Each site will practice an Evacuation Drill using the new Evacuation Process created in 2012/13.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Red Ribbon Week Activities
Extracurricular programs, clubs, events
Summer School
Interscholastic Athletics
Student Government
Specialized PE programs at Middle and High School
Individual and group counseling through school psychologists
Alternative education including continuation and independent study
Online Learning
Community Liaison programs at all elementary sites
School Counseling Programs at high schools
GATE offerings at sites
School Resource Officer/Youth Services Officer
PBIS and BEST student/staff-made videos
PBIS/BEST schoolwide posters and training in systems/expectations
RFEP Annual Celebration
Seal of Biliteracy – new in 2012/13

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none">1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone.2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues.3. Smoking has been dramatically reduced.4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program.5. The district has a phone-dialing system for mass-calling of families.6. The district has an updated website to provide current communication with families.	<ol style="list-style-type: none">1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs.2. There is a need for coordination between and among the school sites and the district level.3. Establish a sustainable management system for program.

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

44% grade 5, 44% grade 7, 27% grade 9, and 42% grade 11 students completed the California Healthy Kids Survey (CHKS) in 2011/12, with results shown.

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Table 8.1 SDFSCA/TUPE Performance Indicators Recommended by CDE

Performance Indicator (CHKS 2012)	5th Grade %
The percentage of students that have ever used cigarettes* Tobacco Use NO IMPROVEMENT GOAL NEEDED.	2%
The percentage of students that have ever used marijuana** Drug Use NO IMPROVEMENT GOAL NEEDED.	0%
Safe Schools and Violence The percentage of students that feel very safe at school*** (84% all or most of the time; in-school rates higher than outside-of-school rates of 35% all of the time & 76% most of the time) GOAL: Increases of 3% at school.	50%
School Protective Factors The percentage of students that report high levels of caring relationships with a teacher or other adult at their school (85% for all or most of the time) GOAL: Increase by 3%.	61%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school (91% for all or most of the time) GOAL: Increase by 3%.	60%
The percentage of students that report high levels of opportunities for meaningful participation at their school (70% for all or most of time) GOAL: Increase by 3%.	21%
The percentage of students that report high levels of personal school connectedness GOAL: Increase by 3%.	63%

Table A6.10
Perceived Safety of School

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	19	14	23
Safe	51	56	50
Neither safe nor unsafe	23	26	24
Unsafe	4	3	2
Very unsafe	3	1	1

GOAL: Increase Very Safe/Safe responses by 5%.

Table A4.3
Current AOD Use, Past 30 Days

2012 CHKS Survey	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	10	22	38
Binge drinking (5 or more drinks in a row)	4	12	27
Marijuana	5	17	20
Inhalants	5	2	5
Cocaine	na	0	3
Methamphetamine or any amphetamine	na	0	2
Ecstasy, LSD, or other psychedelics	na	0	4
Other illegal drug or pill	2	4	10
<i>Any drug use</i>	7	19	22
<i>Heavy drug user</i>	4	9	14
<i>Any of the above AOD Use</i>	13	27	42

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use...alcohol...binge drink...marijuana? marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or any other psychedelics...other illegal drug or pill? na=not asked of middle school students

GOAL – Reduce Alcohol by 3 – 5%; AOD by 5%

1. Resilience Indicators and School Connectedness

Table A3.1 2011/12 CHKS Survey

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<i>School Environment Total</i>	38	56	6	30	59	10	46	42	12
Caring Adult Relationships	38	55	7	40	52	8	50	44	7
High Expectations	64	32	4	50	44	6	60	32	8
Opportunities for Meaningful Participation	14	64	2	8	53	38	20	49	32
			3						
<i>Community Environment Total</i>	77	20	3	66	27	8	67	23	10
Caring Adult Relationships	77	20	3	68	21	11	66	24	11
High Expectations	77	19	4	65	27	8	65	28	7
Opportunities for Meaningful Participation	62	28	9	53	34	13	49	34	16
<i>School Connectedness Scale</i>	54	37	9	42	44	13	59	33	9

GOAL: Increase High/Moderate by 3% each

8.9.47

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action Project Alert	ATODV	1-12 7	4000 600	June 2005 June 2006	Summer 05&06 Spring 2008 Continuous as needed	August, 2005 August, 2006

8.9.48

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	Grades K-12
	Conflict Mediation/Resolution		
✓	Early Intervention and Counseling	ATODV	Grades K-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
✓	Peer-Helping and Peer Leaders	ATODV	Grades K-12
	Positive Alternatives		
✓	School Policies	ATODV	Grades K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

89.49

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

89,50

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The last Healthy Kids Survey was implemented in 2011/12; it will again be implemented in the spring of 2014. Additionally, the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

15-8-8

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

The district has received the results of the 2011/12 Healthy Kids Survey. It is available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline

The District develops an analysis of all data each school year that the CHKS survey is administered. A report of the analysis of the data will be published, with a summary of the results presented at a meeting of the governing board the fall after the spring administration.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.

The services listed below are funded for the students identifies with the greatest needs

- 1) Psychological counseling
- 2) After school programs focusing on improving academic performance
- 3) After school athletic programs
- 4) Alternative education opportunities

8.9.82

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District consulted with County Probation and other law enforcement agencies as well as county-operated programs in its revision of its Positive Attendance/SARB/SAM programs during 2010/11 and 2011/12. The district representative meets with the county Medical Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Placer County Peer Court and Lighthouse Counseling and FRC representatives have attended District Curriculum and Instruction meetings in 2011/12. District attendance rates went up to 95.5% in 2011/12 and 2012/13 due to our SARB/SAM efforts.

Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activities such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The school accountability report cards (SARC's) are placed on the district web site as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.
--

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	N/A

8.9.84

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Semester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer school e) 10th grade counseling is provided f) Student notice for all students receiving failing grades. g) Home visits h) Develop activities at PHS	All students	Teachers, counselors, administrators On-going	The continuation high school will increase its graduation rate from 33% to 40%; the comprehensive high school will raise its graduation rate from 91.5% to 95%.	a) None b) Title 1 c) Hourly d) Hourly e) 10 th grade counsel f) None g) None h) District
5.2 (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP e) Develop activities at PHS	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District e) District

5.3 (Advanced Placement)	a) Students are able to take AP classes on line and on campus; AP offerings will have increased to 20 online or seat-time classes as of 2013/14.	All students	Teachers On-going	The school has doubled the number of students taking AP classes and will continue to increase enrollments	Tech Grant/ District/ Lottery
-----------------------------	--	--------------	----------------------	---	--

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district uses free and reduced lunch eligibility under the NSLP guidelines. Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Western Placer Unified School District had used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-11; however that norm-referenced test is no longer used in CA schools. Instead, students scoring below proficient on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Priority is given to those students scoring Below Basic and Far Below Basic. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

- a) The district provides increased learning time through after school programs at each school.
- b) The district provides extensive staff development for improving instruction.
- c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
- d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
- e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
- f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
- g) The district provides after school intervention with summer school options
- h) The district provides counseling services to students.
- i) Student who have not passed the high school exit exam are offered tutorial assistance.
- j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

- a) The district will assist schools in analyzing student data through the use of a variety of applications.
- b) Before and after school programs and summer school will continue.
- c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
- d) The district will assist the school in following the mandates including school choice and supplemental instruction.
- e) The District will offer support to developing PLC's through development and refinement (by teacher work groups) of grade-level/departmental pacing guides, common assessments, interventions and professional development toward these ends.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

- a) Parents will be notified of their option to transfer their student from a PI school.
- b) School space will be made available to accommodate students.
- c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
- d) Transportation will be provided for any student whose parents have exercised the choice option.
- e) Parents will be notified of their option prior to the beginning of the school year if the state provides that information by that timeline; if not, parents will be notified as soon as the information is available.
- f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
- g) A list of approved providers will be included with the notification.
- h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
- i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district coordinator will work with site level administrators and with teacher representatives (CAIPS Committee/Curriculum Lead Teachers) to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies (best first instruction; intervention) and methods for ensuring the continued success of our students (data disaggregation, etc.).

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs. The District coordinates at least annually with local Head Start providers. The District now runs its own State Preschool programs. The District coordinates with Placer County Office of Education and Placer County Probation in its administration of the SARB and SAM processes.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including — (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will — (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Scott Leaman

Print Name of Superintendent



Signature of Superintendent

6/12/13

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1 **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program
< <http://www.cde.ca.gov/statetests/star/index.html> >

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/espv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness		Youth Dev.					Website	
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website	
Across Ages	4 to 8	x	x	x		x	C	
All Stars™	6 to 8	x	x	x			A, C, D, E	
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,	
Border Binge Drinking Reduction Program	K to 12	x			x		C,	
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E	
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C	
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C	
Coping Power	5 to 8			x	x		C	
DARE To Be You	Pre-K	x		x	x	x	A, C,	
Early Risers Skills for Success	K to 6				x		C,	
East Texas Experiential Learning Center	7	x	x	x	x	x	C	
Friendly PEERsuasion	6 to 8	x					C	
Good Behavior Game	1 to 6				x		B, C	
I-High/Scope Perry Preschool Project	Pre-K				x		B, C, E	
I Can Problem Solve	Pre-K				x		A, B, D	
Incredible Years	K to 3				x	x	B, C,	
Keep A Clear Mind	4 to 6	x	x				A, C,	
Leadership and Resiliency	9 to 12					x	C,	
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E	
Lions-Quest Skills for Adolescence	6 to 8						D, C, E	
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E	

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX E

SITE NEEDS ASSESSMENTS AND SMART GOALS: (See District website for Board Packet of November 15, 2011 at www.wpusd.k12.ca.us)

<http://www.wpusd.k12.ca.us/District/School-Board/Agendas--Minutes/2011-Archive/index.html>

Elementary Schools

- Carlin C. Coppin Elementary School
- Creekside Oaks Elementary School
- First Street School
- Foskett Ranch Elementary School
- Lincoln Crossing Elementary School
- Sheridan Elementary School
- Twelve Bridges Elementary School

Middle Schools

- Glen Edwards Middle School
- Twelve Bridges Middle School

High Schools

- Lincoln High School
- Phoenix High School

